

Preparing for Federal Program Monitoring (FPM)



Presented by Sue Jenkins and Bernice Roberts
Culpeper County Public Schools
July 2014



Overview

- I. **Make it Routine** – Set Framework in Place for All Stakeholders Involved

- II. **Use Existing “Collection Tools” and Standardize Others**

- I. **Summary**





Overview Point

- I. Make it Routine – Provide Framework



I. Make it Routine – Provide Framework

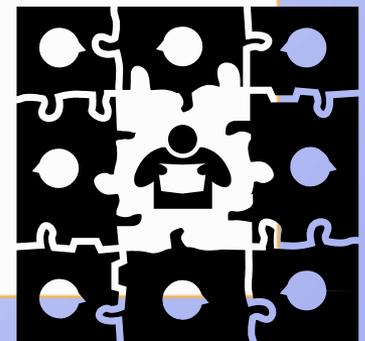
- **Present the FPM process to all stakeholders** as a venue to share your Division's great accomplishments;
- **Get Framework in Place** by using **existing** and **standardized** "Collection Tools";
- **FPM documentation should mirror your grant;**
- **Decide how are going to submit to VDOE;**
- **Streamline, standardize, and simplify.**



I. Make it Routine (Continued)

...Connecting the Data Dots

- Establish a point of contact for collecting data and other information;
- Use technology to organize collection of information;
- Identify the six main areas, and reference them in the email subject line to speed up the process
(Ex.: Area #2 PD):
 - Area 1: Teacher Quality
 - Area 2: Educational Needs Assessment/PD
(Subdivided)
 - Area 3: Allowable Use of Funds
 - Area 4: Fiscal Requirements
 - Area 5: Public Reporting
 - Area 6: Private School





Overview Point

**II. Use Existing “Collection Tools”
and Standardize Others
for the Six FPM Areas**



Area #1

Teacher Quality

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II. Use Existing Tools

Work Smarter not Harder!

Area #1: Teacher Quality

- IPAL Report
- Sample Contract
- Induction/Mentoring Schedules
- Evaluation Forms
- Hard to Fill Positions Report
- Incentives Offered
- Tuition Agreement Form
- Recruitment Schedule
- Position Advertisement Ads
- Tutoring Schedule for Praxis or Parapro
- Exit Reports
- Titles IA and IIA Grants





II. Existing Tool – IPAL Reports

Virginia Department of Education
Division of Education and Licensure
2013-2014 Instructional Personnel (IPAL) Verification Report

Area #1: Teacher Quality 1.1-1.4

TO: Stacey Timmons
024 - CULPEPER CO PBLC SCHS
Ph.: 540-825-3877
Fax: 540-820-2042

FROM: Licensure
Phone: (804) 225-2823 (voice)

SUBJECT: Instructional Personnel (IPAL) 2013-2014 Verification of Licensure Endorsement Report.

This office received your Instructional Personnel Report. The attached report represents the instructional personnel that your division reported for the 2013-2014 school year and instructional personnel not properly licensed or endorsed for their assignments. We request that you verify the data.

If you discover any errors when you review your report, please make the corrections and re-submit your report. Please review your warnings and alerts, and make appropriate corrections. If there are no corrections, please have the division superintendent or authorized designee sign this form. Return this verification page to Teacher Education and Licensure via fax within 48 hours or the nearest following workday.

I VERIFY THAT THE INSTRUCTIONAL PERSONNEL REPORT IS ACCURATE TO THE BEST OF MY KNOWLEDGE.



“Collecting” What is Already Available

Area #1.4 HQT

EQUITABLE DISTRIBUTION- CLASSROOM TEACHER EXPERIENCE BY SCHOOL FOR 2013-14
(January 2014)

as Provided by HR, PowerSchool, and Food Service

Grade Span	School Name	Enrollment	Poverty	Minority Status			HQT Percentage	Average Teacher Experience
				B	W	H		
K-5	AGR	582	43.35%	12.00%	73.00%	7.00%	100%	12.2
K-5	EHE	755	29.21%	6.00%	81.00%	7.00%	100%	14.1
K-5	FM*	600	59.83%	22.00%	42.00%	29.00%	100%	12.3
K-5	PS*	567	61.38%	17.00%	59.00%	20.00%	100%	13.1
K-5	SP*	615	70.23%	25.00%	35.00%	29.00%	100%	15.1
K-5	YES	646	35.44%	16.00%	56.00%	18.00%	100%	10.5
Gr. 6-8	CMS	1,116.50	38.59%	14.00%	66.00%	15.00%	100%	10.6
Gr. 6-8	FTB	763	48.49%	18.00%	60.00%	16.00%	100%	10.8
Gr. 9-12	CCHS	1,045	32.06%	14.00%	71.00%	10.00%	98.63%	12.6
Gr. 9-12	EVHS	1,216	35.44%	20.00%	60.00%	16.00%	96.99%	10.6

Chart shows **equitable distribution** of teachers based on years of experience. Teacher contracts state that the Superintendent has authority to move teachers if needed. *All Title I schools are at 100% HQT.



Area #2 *Needs Assessment*

*Tying Needs Assessment
to Effective Uses of Funds*





II. Use Existing “Collection Tools”

- **Area #2: Needs Assessment (Part I)**
 - **IPAL Report** – HR
 - **Equitable Distribution Chart** - HR/Payroll/Food Service/Student Database such as PowerSchool
 - **Teacher Turnover Rate** – HR
 - **Survey Results** – Feedback from PDs
 - **Exit Interviews** - HR Summaries Provide Feedback on Possible PD/HQT Needs
 - **Summary of Teacher Evaluation Results and PD Needs** – HR



II. Use Existing “Collection Tools”

- **Area #2: Needs Assessment (Part I)**
 - **Multi-tiered System of Support (MTSS) Documents** - AimsWeb
 - **Interactive Achievement** – Benchmarks (Pre-assessments, Formative, Summative, SOL Predictors/Correlations)
 - **Lexile Reports** – Reading Levels
 - **SOL Results** – Student Performance-by-Question Printouts
 - **Division’s Long-Term Plan** – Reflects Needs, Goals to Meet Needs
 - **School Improvement/Administration Review Plans** - Reflects Needs and Guides PD
 - **Curriculum Guides** – Are revisions/alignments needed?
 - **Other Sources** – Needs identified through data meetings, input from mentoring staff, parents, community, feedback from newsletters, media posting, website, etc.



Example of **Standardized** “Collection Tool”

Needs Assessment - Math Spreadsheet (Please Do Not Use % or .)

Legal Last, First Name (No Nicknames)	School	Math Teacher's Last Name	Fourth Grade SOL Score	Benchmark 1	Benchmark 2	Benchmark 3	Fall Predictor	Spring Predictor	Spring 2014 Released Test	Fifth Grade SOL Test	Rising Sixth Grade Predictor	Final Report Card Grade	Sixth Gr. Course Placement by MS	Comments



Standardized Individual School “Collection Tool”

School Snapshot of **Needs Assessment** for 2013-14 School Year

Math Specialist:		School:	
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Area #2 – Needs Assessment
All Subcategories

Please list the top three to five areas that have been identified through your school's needs assessment process as focus areas for professional development needed at your school. Please be sure to use your principal's guidance/goals, school's data, input from staff and feedback from parents and students. Please review with your principal before submitting to Bernice.

Identified Need # (Use on PD Log)	Identified Need (Ex: Number Sense, Word Problems, Fractions)	Identify Specific Grade Levels or Gap Groups Impacted	How Need was Identified (Ex.: SOL Results, IA, AimsWeb, Teacher Input, Trends)	Best Ways to Address Needs (Ex: Modeling, Curriculum Alignment, One-on-One)	Date(s) Need was Addressed (Use PD Log)
1	Vertical Articulation	Grade 2 into 3	Benchmark Assessments, SOL Results, Teacher Input	Grade Level Curriculum Alignment	8/14/2013, 10/18/13
2	Improve Math Talk and Mental Computations Strategies	Sped, ELL	Work with Specific Teachers Provide Resources; Research Strategies	Gap Group Workshops; Modeling; Lesson Planning	8/14/2013
3					
4					
5					

Date Reviewed:		Signature of Specialist:	
Date Reviewed:		Signature of Principal:	



Standardized Needs Assessment Form

Student-Performance-by-Question Summary by Teacher

Question	SOL	Content of Question	Teacher A		Teacher B		Teacher C	Teacher D			Teacher E			
			1	2	2	4	1	1	2	4	1	2	4	
Section 1 (non-calculator portion)														
1	6.2b	Match representation (10 by 10 grids) to a given decimal	100	92.3	100	100	100	96	100	100	100	92.3	95.8	
2	6.2d	Determine which is less than a given decimal given a situation	79.2	84.5	74.1	81.5	65.4	68	90.9	76	80.8	61.5	75	
3	6.2b		100	100	100	96.3	100	100	100	100	100	96.3	91.7	
4	6.2d	Identify the decimal represented (10 by 10 grid)	79.2	80.8	85.2	85.2	73.1	72	90.9	76	80.8	57.7	70.8	
5	6.2b	0.35 < _____	95.8	96.2	100	100	92.3	96	953.5	100	96.2	100	95.8	
6	6.2b	Match representation (10 by 10 grids) to a given decimal	95.8	100	96.3	96.3	100	84	95.5	100	100	96.2	100	

Area #2



Example of Standardized Forms and Implementing Results of Needs Assessment

A YEAR AT A GLANCE GRADE 5 (Revised June 2014)

Benchmark 1	Benchmark 2	Benchmark 3	Benchmark 4	Benchmark 5
Unit 1 Whole Numbers 5.3 Identify and describe characteristics of Prime, Composite, Even and Odd *5.4 Whole Number (+, -, x, division up to 2-digit divisor & 4 digit-dividend) Create & solve single and multistep word problems *5.7 Order of Operations 5.19 Investigate and recognize the Distributive Property of Multiplication Over Addition 5.17 Patterns Unit 2 Polygons 5.13 Polygons a) Develop definitions of plane figures b) Investigate and describe the results of combining/subdividing shapes Benchmark Test 1	Unit 3 Decimals and Fractions 5.1 Round Decimals through thousandths (nearest whole, tenth, and hundredth) *5.5 Decimals (+, -, x, division) Create and Solve Single and multistep Practical Problems w/ Decimals (+, -, x, division) *5.2 Fractions & Decimals a) Recognize equivalent forms b) Compare & Order Unit 4 Fraction Computation *5.6 Fractions & Mixed Numbers (+, -) Single and Multistep practical problems Benchmark Test 2	Unit 5 Probability 5.14 Probability (tree diagrams/sample space) Unit 6 Measurement 5.8 Length (eighths), Capacity, Weight/Mass c) Identify equivalent measurements within the metric system d) Estimate and measure e) Choose an appropriate measure 5.8 Temperature - Celsius/Fahrenheit - Body Temperature - Water Boiling/Freezing Points 5.8a Find perimeter, area, & volume 5.8b Differentiate between perimeter, area, and volume Benchmark Test 3	5.9 Circles Unit 7 Algebra 5.18 Equations a) Investigate and describe variables b) Write an open sentence using a variable c) Model 1-step linear equations (+ & -) d) Create a problem situation based on a given number sentence using a single variable Unit 8 Statistics 5.16 Mean, Median, Mode, Range a) Describe mean, median, & mode as measures of center b) Describe mean as fair share c) Find mean, median, mode, and range d) Describe range as a measure of variation Predictor Test	5.15 Collect, organize, and interpret data using stem-and-leaf, & line graph Unit 9 Time 5.10 Elapsed Time (hours & minutes within 24 hour period) Unit 10 Geometry 5.12 Angles a) Identify and describe the characteristics of acute, right, obtuse, and straight angles 5.11 Measure Concepts (protractor) SOL Test

*Items measuring these SOLs will be completed without the use of a calculator. Once a concept has been introduced, it should be revisited often and connected to future concepts.

Needs Assessment results indicated that the SOL alignment needed to be adjusted and that the inclusion of key questions and vocabulary would enhance the online curriculum guides. Title IIA specialists along with county and Title I teachers worked on this need.

CCPS June 2014

5th Grade Math Curriculum
Unit 1: Whole Numbers

Unit Guide

SOL Correlation: 5.3
The student will identify and describe the characteristics of prime and composite numbers and order of operations: limited to parentheses, addition, subtraction, multiplication, and division.

SOL Correlation: *5.7
The student will evaluate whole number numerical expressions, using the order of operations: limited to parentheses, addition, subtraction, multiplication over addition.

SOL Correlation: 5.19
The student will investigate and recognize the distributive property of multiplication over addition.

SOL Correlation: 5.17
The student will describe the relationship found in a number pattern and express the relationship.

KEY QUESTIONS

- When solving a problem that requires whole number computation, how do you decide whether to use paper & pencil, estimation, mental math, or a calculator?
- Describe the strategies you would use to solve a single or multi-step problem.
- How do you choose which operation to use when solving a problem?
- Explain the difference between single and multi-step problems.
- How do you know when an estimate is acceptable and when an exact answer is needed?

KEY VOCABULARY

Sun
Difference
Estimate
Computation
Whole number
Reasonable
Single Step
Multi-Step
Operation

Factor
Product
Multiplier
Total

Practical Problems: Addition & Subtraction SOL 5.4

Practical Problems involving Multiplication SOL 5.4



Private School Needs Assessment

Epiphany Needs Assessment Documentation
for 2014-15 Based on 2013-14 Data/Feedback

Based on the following needs assessment, our objective for the 2014-15 school year will be provide supplemental professional development through Title IIA services to Epiphany teachers in order to improve Terra Nova math scores in the elementary grades by 5(?) percent.

Grade Level	Assessment Tools Used	Instructional Strengths	Instructional Areas of Needs	Proposal for Professional Development	Estimated Cost (\$25 per hour) Sessions: 2 Hours	Time Line
K	Terra Nova, Benchmark tests	counting, number sense, retention of materials	retention of skills, graphing, money, time	CCPS Math specialists will prepare and deliver inservice to target area and address instruction topics being taught that quarter on which Epiphany teachers request assistance.	\$150-\$300 per PD session (2 hours plus planning); cost contingent upon number of math specialists presenting	Quarterly Focus
First	Terra Nova, Benchmark tests	number sense, patterns, geometry	problem-solving, graphing, bar graphs	CCPS Math specialists will prepare and deliver inservice to target area and address instruction topics being taught that quarter on which Epiphany teachers request assistance.	\$150-\$300 per PD session (2 hours plus planning); cost contingent upon number of math specialists presenting	Quarterly Focus
Second	Terra Nova, Benchmark tests	regrouping, subtraction, vocabulary	word problems-- multi-step, which operation to use	CCPS Math specialists will prepare and deliver inservice to target area and address instruction topics being taught that quarter on which Epiphany teachers request assistance.	\$150-\$300 per PD session (2 hours plus planning); cost contingent upon number of math specialists presenting	Quarterly Focus

Agendas – Another “Collection Tool”



Math Specialist Meeting
February 20, 2014
Central Office



Area #2.2 Needs Assessment
(Input for Other Teachers,
Including Title I)

Agendas are a great way to document areas for the FPM process and are easily accessible.

For example, on this agenda, **the needs assessment data were discussed** as well as upcoming PD activities.

In item XI, Title IIA items were covered.

Remember to have sign-in sheets for every meeting.

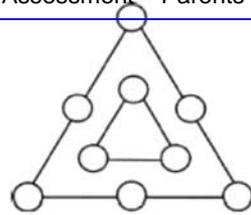
- I. Welcome and Round the Table
- II. AIMSWEB Clarifications!!!!!!
- III. Academic Review Needs
 - A. Supporting and Priority Standards
 - B. Bloom's Correlation to SOLs
 - C. Cut Scores for assessments
 - D. Scoring Rubrics
 - E. Strategies for Differentiating Instruction
- IV. MTSS Document Changes
 - A. Tier Cut-offs
 - 1. Tier 1- Above the 25th percentile (was above 44th)
 - 2. Tier 2- 10th - 24th percentile (was 16th - 44th)
 - 3. Tier 3 - below 10th percentile (was below 16th)
- V. Mentors and Mentees January 28
 - A. Lots of good notes and comments. **GREAT JOB!**
- VI. Conferences
 - A. VCTM March 14-15 in Harrisonburg @ JMU
- VII. Kindergarten and 1st Grade Test Feedback from teachers
- VIII. Predictor Date (April 7-11 or April 21-25)
- IX. PD Summary of meetings with teachers during the AM
- X. March Items
 - A. Strategies for differentiating instruction for Priority skills need to be added on Priority and Supporting Strategies
- XI. Title II-A
 - A. Seeking feedback for 2013-14 implementation/evaluation
 - B. Seeking input for 2014-15 grant (needs assessment and objectives)
 - C. Upcoming Federal monitoring TBA- Remember to update PD log



Area #2

NEEDS ASSESSMENT

Area #2.9 Needs Assessment - Parents



Use the circles on the outside of the triangle to place numbers between 1 and 9 so that the sum of the numbers on the outside of the triangle is double the sum of the numbers you put on the inside of the triangle. Use each number 1-9 only once.

The Chocolate Problem

There were 100 chocolates in a box. The box was passed down along a row of people.

The first person took one chocolate. Each person down the row took more chocolates than the person before, until the box was empty.

What is the largest number of people that could have been in the row?

1

MATH NOTES

WHAT CAN I DO AT HOME TO HELP??

- | | | |
|--|---|--|
| <p>Preschool:</p> <p>*Practice counting and writing numbers 11-15; use coins to sort, create patterns, discuss their value; discuss/draw geometric shapes.</p> | <p>First Grade:</p> <p>*Practice counting, writing, and recognizing 0-100, recognize coins and their values, and count collections of coins.</p> | <p>Third Grade:</p> <p>*Practice counting collections of coins, work on division facts, and draw pictures of fractional pieces to name, write, and compare.</p> |
| <p>Kindergarten:</p> <p>*Practice counting, writing, and recognizing 0-20, recognizing coins (penny, nickel, dime, and quarter), count pennies, line objects in order (first, second, third, etc.) and fractional halves.</p> | <p>Second Grade:</p> <p>*Practice counting collections of coins, make subtraction word problems, and telling time to the nearest five minutes.</p> | <p>Fourth Grade & Fifth Grade:</p> <p>*Practice multiplication and division facts, predict the likelihood of a mathematical event, practice single and multistep practical problems with fractions.</p> |

MATH TO TALK ABOUT – DID YOU KNOW?

- A "jiffy" is an actual unit of time for 1/100 of a second.
- If you counted to a million by ones non-stop, it would take you about 12 days.
- If you counted to a billion by ones non-stop, it would take you 32 years.
- "There are 2,598,960 five-card hands possible in a 52-card deck of cards.
- "Forty" is the only number that has all its letters in alphabetical order.
- If you multiply 1089 x 9 you get the exact reverse.
- 2 and 5 are the only prime numbers that end in 2 and 5.
- 1 and 2 are the only numbers where they are the values of their numbers of factors they have.
- The diameter of the largest snowflake was 15 inches.
- The earth is estimated to be 4.5 billion years old.
- The earth is 93 million miles from the sun.

Culpeper County Public School meetings are held in facilities believed to be accessible to persons with disabilities. Any person with questions on the accessibility should contact the applicable school principal. Persons needing interpreter services for the hearing impaired must notify the principal not later than one (1) week prior to the meeting.

It is the policy of Culpeper County Public Schools to provide equal opportunity in employment to all employees and applicants for employment without regard to race, color, religion, gender, national origin, age disability, genetics, or political affiliation. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans. (EOE)

Parent Input Requested

Input is being sought for the upcoming 2014-15 Title III grant application. Currently, the \$200,000 federal grant supports several math specialist positions in the School Division. The grant is developed based on identified needs in the Division and input gathered from school personnel, parents, participating private school(s), and the public in general, including evaluative feedback on this year's grant. Anyone who would like more information or who wishes to provide feedback/input is encouraged to contact Bernice Roberts at the School Board Office, 825-3677, ext. 3125 or via email at broberts@culpeperschools.org. The grant will be submitted for approval at a June 2014 Board meeting.

PRIMAVERA 2014

NOTAS DE MATEMÁTICAS

TERCER TRIMESTRE

CCPS ESPECIALISTAS DE MATEMÁTICAS

EN ESTA EDICIÓN

- DESTREZAS DEL SEMESTRE EN LA COCINA
- QUE PUEDE HACER EN LA CASA
- HABLAR DE MATEMÁTICAS
- TRIÁNGULOS

¿QUÉ APRENDE SU NIÑO/A?

Prescolar estudia las siguientes destrezas: números (11-15 en adelante), identificar sus valores, reconocer patrones más complejos y figuras geométricas.

Kindergarten estudia las siguientes destrezas: números (0-20), fracciones (mitad), identificar las monedas y su valor, (penny, nickel, dime and quarter), contar por 5 hasta el 100, identificar figuras, contar y llevar la cuenta, gráficas, termómetro y la temperatura.

Primer grado estudia las siguientes destrezas: contar y escribir los números hasta el 100, estimar, comparar fracciones, contar saltando, fracciones (1/2, 1/3, 1/4), igualdades, problemas de cuantos, dinero medidas, igualdades (4+2=2+4, 3+4=5+2, 5+3=9-1) y patrones repetidos.

Segundo grado estudia las siguientes destrezas: suma y resta de números de 2 dígitos, gráficas, temperatura y números ordinales.

Tercer grado estudia las siguientes destrezas: contar dinero, categorizar, modelar, completar y exhibir data, peso y masa y el tiempo que ha pasado dentro de un período de 12 horas.

Cuarto grado estudia las siguientes destrezas: predicciones, recopilar y exhibir data, peso y masa y el tiempo que ha pasado dentro de un período de 12 horas.

Quinto grado estudia las siguientes destrezas: ecuaciones lineales con una variable, promedio, medio, moda y alcance y recopilar, organizar, interpretar y hacer gráficas de data.

Ver: <http://www.culpepercountyschools.org/csmis/home>

Para información y práctica

ESPECIALISTAS DE MATEMÁTICAS

AGR CANDY STANDLEY
EMERALD HILL DANIELLE LEWIS
FARMINGTON CATHY STEPHENSON
PEARL SAMPLE TASHA FITZGERALD
SYCAMORE PARK TRACI PATTON
YOWELL GINNA LEE

LA MATEMÁTICA EN LA COCINA

Al final de un día largo, cuando usted está pensando ¿qué voy a cocinar en su mente es crear momentos matemáticos.

Sin embargo, si su niño/a le ayuda en la cocina no sólo tiene la ayuda de manos extra y la oportunidad de practicar la matemáticas, didas y secuencias a estimar y multiplicación la cocina es una escuela todas las edades...

Title IIA notice was placed in newsletters in English and Spanish. Newsletters are sent home and placed online as part of the **needs assessment process**.





Needs Assessment Documentation:

Notices were placed in the **Community Corner**, which is a community service newsletter that parents receive. This newsletter is also available online.



Community Corner	March 2014	Page 3
<p>Happy New Year! Now is the time join the Culpeper Recreation Club for a lower rate of initiation. We are a not for profit, volunteer run Club that caters to families and the home of the Barnstormer Swim Team! Visit our website www.culpeperreclub.com for pictures, information and application.</p>	<p>Community Movie Night (every 3rd Saturday of Each Month) Sponsored by O... 117 (located befo... years of age (Mo... 423-7774</p>	<div style="border: 1px solid blue; padding: 5px;"> <p>Area #2.9 Needs Assessment - Involving Community/All</p> </div>
<p>Donna Kay's Kiddie Care has immediate openings for pre-school and school aged children. Emerald Hill school district, reasonable rates, open from 6:00 AM to 6 P.M. Meals and snacks provided. CPR and first aid certified, 30 years plus experience working with children. References provided. Call 540-937-6161 or 540-522-3863.</p>	<p>Culpeper Downtown Carnival On March 1, 2014, join the excitement of Mardi Gras in Downtown Culpeper! Fun for the entire family including: live music, street performers, performing artists, wagon rides, New Orleans inspired food, face-painting, and mask decorating. Enjoy the traditions of Mardi Gras with beads and masks for all. Explore Historic Downtown Culpeper, while experiencing all that the Culpeper Downtown Carnival has to offer: eat savory, shop, listen, learn, and eat sweet for your chance at an amazing Downtown Gift Basket! Entry cards along with the schedule of events are located in shops and restaurants throughout the downtown district, so be certain to pick one up today. Enjoy all day in-store specials with many merchants open until 8 PM. Restaurants will serve up delicious Mardi Gras themed specials from sweet French Quarter beignets and King Cake, to savory gumbo and po' boys that are sure to please. Complete this wonderful day with GRAMMY award winning artist Terrance Simien and the Zydeco Experience at the State Theatre at 7 PM. Keep up with the latest Downtown Culpeper Carnival information at www.facebook.com/culpepercarnival or contact Culpeper Renaissance, Inc. at 540-825-4416 or visit www.culpeperdowntown.com.</p>	
<p>Title IIA Federal Grant Information The <i>Elementary and Secondary Education Act of 1965</i> (ESEA) requires state educational agencies to ensure that programs and activities are implemented as stipulated in the law. It is for this reason that the Virginia Department of Education conducts a federal monitoring process to document program compliance. Federal grants are subject to this monitoring. Title IIA will be undergoing this routine process within the next few months.</p> <p>In addition, personnel are preparing the upcoming 2014-15 grant application. Currently, the \$200,000 federal grant supports several math specialist positions in the School Division. Anyone who would like more information on this grant or who wishes to provide feedback/input is encouraged to contact Bernice Roberts at the School Board Office, 825-3677, or broberts@culpeperschools.org.</p>		
<p>Rappahannock-Culpeper Baseball is now registering for its Spring 2014 season. Register on line at www.rappculbaseball.com or visit the website to see our schedule of in-person registration dates.</p>		
<p>ON TRACK Learning Center, LLC offers tutoring for children and adults in reading, math, and writing. Learning and Development Classes are available for basic and intermediate Spanish, creative writing, and debt management. A Community Movie Night is scheduled every 3rd Saturday of each month. Other services available are income tax preparation and credit repair. For group sessions, a Multi-Purpose Room with a projector is available for meetings and classes. Call for date and time availability. For an appointment or a tour, call 540-423-7774 or 540-812-2461 and ask for Addell Washington.</p>	<p>Piedmont Softball Association, located on Rt. 211 in Amisville, is now accepting registrations for all girls interested in playing fast-pitch softball in 2014. PSA stresses excellent attitude, achievement, and FUN while learning to play softball at all levels - clinics, local league play, and tournament fast pitch softball - and the league specializes in individual attention and offers opportunities for each of its players. Girls born anytime from 1995 through 2008 are welcome, as are all skill levels. The spring 2014 registration fees are \$50.00 per girl playing 12 yrs. old and younger, \$55.00 per girl playing over 12 yrs. old, with a \$5.00 per girl discount for the second and each additional registrant from the same household (full scholarships ALWAYS available...just let us know). As always, there's an additional bonus for registering each spring with PSA - spring players get a FREE fall season the same year. For more information and/or to register: email piedmontsoftball2002@gmail.com or call (540)522-3675.</p>	



Area 2 (Part II) Professional Development





II. Use Tools that are Already in Place

- **Area #2: Professional Development (Part II)**
 - **Data and PD Days** Built into School Calendar
 - **Induction Activities** – HR Schedule of Activities
 - **Mentoring Program** – HR Used Title IIA Personnel
 - **Praxis and Parapro** – Study Sessions
 - **My Learning Plan** – Documents PD by Need
 - **Online PD 360** – Followed up by Title IIA PD
 - **VSUP and other College PD Coordination** Activities
 - **Title IIA Needs Assessment/PD Log** – Individual, Grade Level or Subject, Team, Specific Populations (Special Ed., ELL, etc.) School-wide, Division-wide Sessions)
 - **Curriculum Guides** – Updating with Key Questions, Essential Vocabulary and Priority/Supporting Skills to Address Identified Needs
 - **Newsletters for Parents** – Explaining What is Going on in Classroom
 - **Events/Activities** – Math Night, Food Lion Math Activity, Fiesta



Existing PD “Collection Tool”

My Learning Plan Catalogue of Professional Development Activities for 2013-14 (As of April 2014)

Start Date	Activity Title	Description	Hours	Credits	Current Enrollment
8/14/2013	English Teachers 9-12 Planning with your new texts (ALL MORNING)	High School English teachers will have time to explore their new textbooks	3	0	18
8/14/2013	Folding Your Way Through Math 3-5 Session 1 (8:00-9:30am)	Participants will explore various foldables to enhance math instruction	1.5	0	24
8/14/2013	Geometry: Thinking Outside of the Box Pk-5 Session 1 (8:00-9:30am)	Teachers will be engaged in hands-on investigations of two dimensional shapes and their properties and activities that build spatial sense.	1.5	0	23
8/14/2013	Goal Writing Building Blocks K-12 Session 1 (8:00-9:30)	Activity based workshop connecting assessment, teaching, and learning. Participants will analyze goals for rigor and realism, create goals based on sample pretest data, and identify and link teaching strategies and CCPS resources to effective student achievement goals.	1.5	0	15



Example of Standardized PD “Collection Tool”

Culpeper County Schools' Math Specialists Professional Development Activities Scheduled for 2013-14

Date	Specific Need Being Met	PD Activity/Title	Presenter(s)	Location	Audience (Teachers, Parents, etc.)	# of Participants	Handouts/Sign In Sheets Sent to Bernice?
08/14/13	#1 Vertical articulation of patterns, Strengthen Content Knowledge of Repeating Patterns	Workshop on <i>Patterns Are More than Just Repeating</i> (and follow up one-one-one, role modeling)	Tasha Fitzgerald	A.G. Richardson	Teachers	50 (Several Schools)	Yes (Emailed Photos)
08/14/13	#2 Improve Math Talk and Mental Computations Strategies	Number Talks Workshop	Tasha Fitzgerald Ginna Lee	A.G. Richardson	Sped and ELL Teachers	10	Yes
09/27/13	Outreach	Fiesta Day	Tasha Fitzgerald	Downtown	Parents, Community Members	200	Handouts
10/16/13	#1-5 Analysis of Student Data, Math Process Goals - Talk Moves	Math Network Meeting	Tasha Fitzgerald	Pearl Sample	Teachers, Paras, Administrator	31	Handouts



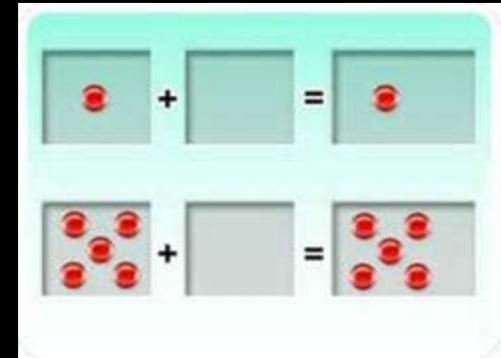
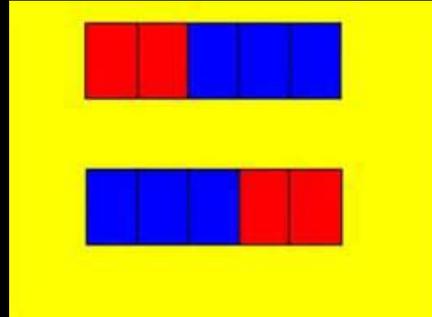
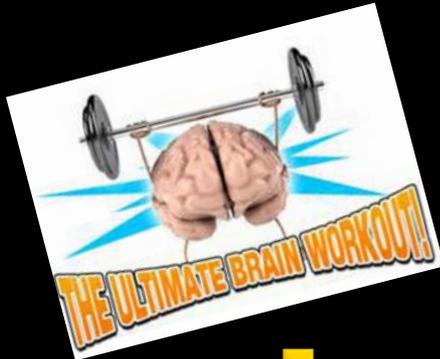
PD Resources at Their Fingertips



PD can take many shapes and forms. This is one way a specialist provided ready resources on the focus of the PD for the teachers in her school. As you can tell by the empty pockets, some were being used on the day the photo was taken.

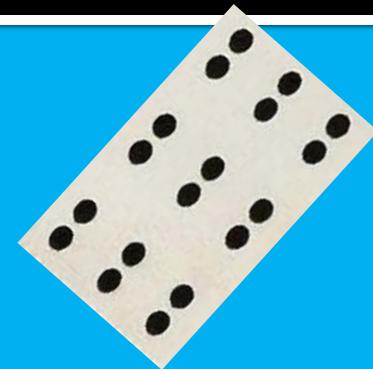
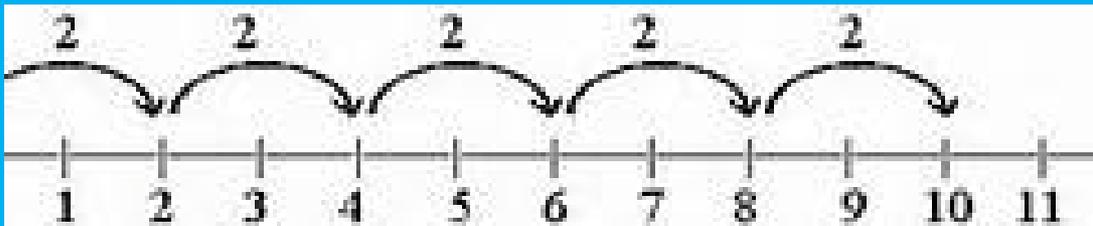
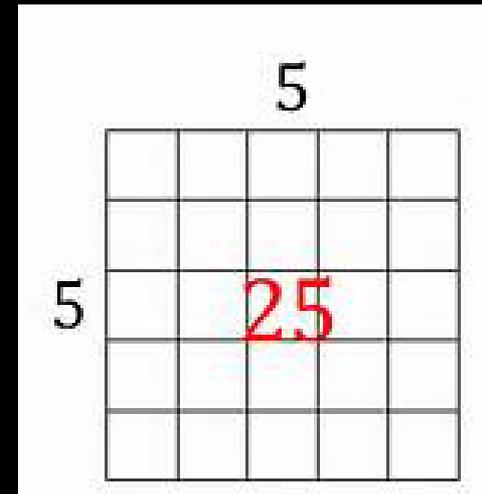
As part of your documentation, include sample PD PowerPoints, agendas, and handouts.

Area #2



Math Models

Teacher Induction PowerPoint Presentation
by Math Specialists
August 26, 2013





Documentation: A Photo Says a Thousands Words . . .

Photos can be used for PD,
Allowable Use of Funds,
Fiscal Requirements,
Public Reporting!

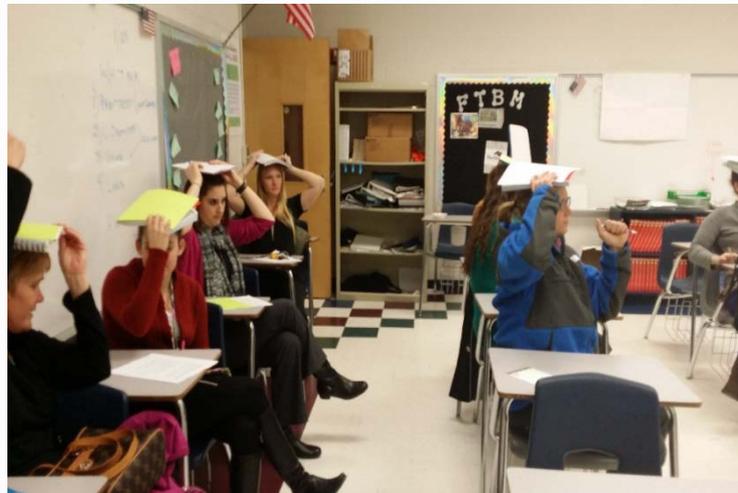


Photo from Star Exponent Newspaper -
(Online) Culpeper Hispanic Committee
hosts Culpeper Fiesta





Photos capture the enthusiasm, the number of participants, the various groups being reached, etc. Pictured here is the HR Director checking in on one of the PDs offered by the specialists.



Documentation: Sometimes a photo provides more documentation than a sign-in sheet.



II. Use Existing Tools - E-mails

From: Elizabeth Ouellette
To: Jenkins, Sue; Stacey Timmons
CC: Dietz, Jeffrey; Roberts, Bernice
Date: 1/30/2014 10:46 AM
Subject: Mentor/Mentee meeting

Sue & Stacey,
Rick Highers and I got a lot out of the meeting on Tuesday. The sessions were great and time went fast. We both are ready to use some of these activities right away in our classes. We enjoyed being able to work together and discussing the activities.
Thanks,
Libby

Libby H Ouellette

CCHS Science ITL (Chair)
14240 Achievement Dr.
Culpeper, VA 22701
540-825-8310, ext. 3646

Candy,

I am also extremely happy we found out that the small group instruction worked. I know this year that the kids love the small group instruction. I am also so happy that I have gotten to know my kids needs well this year. The small group instruction helps know the students needs better and doesn't let them hide and become passive learners, like whole group. I honestly don't know what we would do without you. We are grateful that you come and plan with us and open our eyes to different ways of teaching. You are always making us think about ways to make learning come alive for our students and pushing us to become better teachers.

Thank you for all of the time you spend preparing the standard breakdowns for us and helping us to understand what we need to teach.

We couldn't do it without you!!!
Thanks so much!!!

Christin



II. Existing Tools

Area #3: Allowable Costs

- Permission to Apply for Grant – School Board Agenda
- Documentation of Draft Reviewed by All Stakeholders Approved Title IIA Grant
- Copies of Contracts
- List of PD Activities (Should match the Grant)
- Examples of Purchase Orders/Invoices
- Private School Expenses
- Bottom Line: Does it match the grant's intent?

Place an "X" by the applicable response.


 Virginia Department of Education
 Office of Program Administration and Accountability
 P. O. Box 2120
 Richmond, Virginia 23218-2120

A. COVER PAGE
 Title II, Part A, Teacher Quality
 2014-2015 Individual Program Application
 Elementary and Secondary Education Act of 1965 (ESEA), as amended by
 the No Child Left Behind Act of 2001, Public Law 107-110

To be Completed by School Division	
Applicant (Legal Name of Agency) CULPEPER COUNTY PUBLIC SCHOOLS	Division Title II, Part A, Coordinator Number 024 Bernice B. Roberts
Mailing Address (Street, City or Town, Zip Code) Culpeper County Public Schools 450 Radio Lane, Culpeper, VA, 22701	Mailing Address if different Same
Phone (ext.) (540) 825-3677 3125	Phone (ext.) (540) 825-3677 3125
Fax: (540) 727-2902	Fax: (540) 727-2902
E-mail: broberts@culpeperschools.org	

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under ESEA. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on scientifically-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document located on the Department of Education's Web site at:
http://www.doe.virginia.gov/federal_programs/esea/applications/title2/title2_part-a_app_guidelines.pdf

Assurances: The local educational agency assures that the Title II, Part A, program will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans. Additionally, the local educational agency agrees by signing below to implement the general and program specific assurances located in the "Application Guidelines, Instructions, and Assurances" document. The assurances and signed cover page are to be retained at the division level.

Certification: We hereby certify that, to the best of our knowledge, the information contained in this application is correct. The agency named above has authorized us as its representatives to file this application, and such action is recorded in the minutes of the School Board meeting held

Culpeper County School Board
 450 Radio Lane • Culpeper, Virginia 22701
 (540) 825-3677
PURCHASE ORDER 60894

Supplier: _____ Bill To: _____



II. Use Existing “Collection Tools”

Standardized Form for Private School Allowable Use of Funds

Instruction Department Funds Requisition Form Culpeper County Public Schools 450 Radio Lane • Culpeper, VA 22701 Telephone: (540) 825-3677 • Fax: (540) 727-2902				CCPS Req #:	
Supplier:			Bill To: (School Board is Fiscal Agent)		
			Culpeper County School Board 450 Radio Lane Culpeper, VA 22701		
Attention:			Attn: Bookkeeping Department		
Ship Via:					
Date Order Placed:			Program/Dept. Placing Order: Title IIA for Private School		
Supplier's Remittance Address:			Ship To:		
Attention:			Attention:		
Vendor Phone:					
Vendor Fax:			GL Line Item #:		
Quantity	Catalog/Stock No.	Description	Unit Price	Total	Page No.



II. Using Existing Tools - Emails

From: Bernice Roberts
To: Elementary Principals 2012-13; Harkness, Sherri; Math Specialist Group; Murphy, Wendy; Southard, Margery
CC: Hauman, Robert
Date: 6/10/2013 7:31 AM
Subject: Title IIA
Attachments: title2_part-a_app.pdf

Good morning,

Thanks to those who had feedback on the 2013-14 Title IIA grant. The grant will be finalized this week in order to be presented to the School Board for approval on June 24. If you have feedback you would like to submit, please let me know by the end of today.

Thanks for your input!

Bernice

From: Anna Lee
To: Roberts, Bernice
Date: 2/21/2013 2:02 PM
Subject: Fwd: Math Night PD #2
Attachments: IMG_1625.JPG; IMG_1624.JPG

Hey Bernice -
 Here are a couple of pictures from the Yowell Math Night at Food Lion. I can get you more, but wanted to go ahead and send these.
 Thanks -
 Ginna

>>> Kendra Doerr 2/21/2013 1:17 PM >>>
 Hi Math Committee!
 I know this is way overdue, but WAY TO GO on the Math Night at Food Lion!! It was a wonderful success - math fun for everyone!

Have a great conference!
 Kendra



This PD activity was mentioned in the grant as one of the ways we coordinator with other organizations, groups, etc.



Bernice Roberts - PRAISE!!

From: Luciana Onufrey
To: Sue Jenkins
Date: 1/31/2014 9:39 AM
Subject: PRAISE!!
CC: Stacey Timmons

Hi,
Just received a shout out from Betty Craven. She LOVED the math specialists presentations. She said they were FUN, INTERESTING & PRACTICAL.

*Luciana Onufrey
Licensure Specialist*

Bernice Roberts - Re: PD#2

From: Bernice Roberts
To: Standley, Candace
Subject: Re: PD#2

Thank you. Please let me know the results. I appreciate the help you are giving them.

Bernice

>>> Candace Standley 2/6/2013 8:59 AM >>>

Hi Bernice,

I wanted to let you know that I have been working with Erin Mitchell, one of our K teachers, in preparation for her Praxis test. She and Vanessa Yard, another K teacher, have both retaken the test, and they are waiting for scores. I touched base with both ladies to let them know that I will be available to help with math if they don't get good results on this test!!!

I am also working with Sandra Freeze, a para at our school, who is struggling to pass the para test. She did some math work over the weekend, and we are going to dig into fractions, decimals, and percents this week!!

Candy



Area 4 Fiscal Requirements



II. Existing Tools

Area #4: Fiscal Requirements

- Permission to Apply – Published School Board Agenda
- Review of Grant by School Board – Published School Board Agenda
- Audit Findings – Statement from Finance Director
- Maintenance of Effort (MOE) – Superintendents' Annual Report, Table 15 and Title IA Grant
- Supplemental vs Supplanting – Budget Comparison (Does Grant cover Same Expenses as it Did a Few Years Ago?)

ESTIMATED TABLE 15 AND MAINTENANCE OF EFFORT CALCULATION FOR ESEA PROGRAMS (Title I, Part A; Title I, Part B; Title I, Part D; Title I, Part F; Title II, Part A; Title II, Part D; Title III, Part A; Title IV, Part A; Title IV, Part B; and Title VI, Part B)	
Calculation uses Superintendent's Annual Report Table 15 Methodology	
Division Number	<input type="text"/>
Division Name	<input type="text"/>
<p><small>This form is a template that school divisions can use to estimate expenditures with the Department of Education for ESEA programs for FY 2012 and FY 2013. This form is intended for planning purposes only, and does not take the place of the required reporting for budgeted expenditures of ESEA programs. You are NOT required to return this completed form to the Department. Please contact the budget office with any questions regarding required local effort.</small></p>	
<p><small>INSTRUCTIONS: Fill in the yellow-shaded cells. The green-shaded cells will automatically calculate. Use your mouse to scroll the cursor over the cells to view cell comments. Please see Superintendent's Memorandum #085-13, posted on April 5, 2013, for more information on Maintenance of Effort calculations. Please note that, for Table 15 and ESEA programs Maintenance of Effort purposes, expenditures for jointly operated divisions are consolidated and reported under the fiscal agent only. Values that have been prepopulated into this worksheet reflect data for the division selected on the State & Local Funds Summary worksheet. Please revise these values as needed.</small></p> <p><small>Please note that the End-Of-Year ADM used in Table 15 INCLUDES Pre-Kindergarten students, but the ADM used for Maintenance of Effort does NOT include these students.</small></p>	
TABLE 15 CALCULATIONS	
2011	2012

Area #4



**Culpeper County Public Schools**
Office of the Division Superintendent
450 Radio Lane · Culpeper, Virginia 22701 · Tel. (540) 825-3677 · Fax (540) 727-2902

April 8, 2013

Agenda Item Summary

To: Bobbi F. Johnson, Ed.D., Division Superintendent
From: Robert Hauman, Executive Director of Curriculum, Instruction and Technology
RE: *Permission to Apply for Federal Grants (Titles I, II, III)*

Area of Responsibility/Oversight: Curriculum and Instruction

Background Information: The Culpeper County School Division is eligible for Title federal funds which are allocated by the Virginia Department of Education. Expenses are 100% reimbursable.

Current Considerations: These federal grants will cover the cost of activities as approved by the Board within its 2013-14 Division budget. As required, public input has been requested, and private schools have been contacted and consulted, if applicable.

Budget Category/Acct. No: Instruction

Timeline for Action(s): These applications must be reviewed and approved by School Board prior to submission to the Virginia Department of Education by the end of June 2013.

Legal/Policy Reference: N/A

**Culpeper County Public Schools**
Office of the Division Superintendent
450 Radio Lane · Culpeper, Virginia 22701 · Tel. (540) 825-3677 · Fax (540) 727-2902

**FINANCIAL AUDIT STATEMENT
TITLE II-A FEDERAL PROGRAM
April 2014**

This is to certify that the annual financial audits have verified Title IIA financial records to be accurate and correspond with Title IIA requests for reimbursements during the past fiscal year as well as prior years.

Reimbursements are submitted monthly through OMEGA in a timely manner.

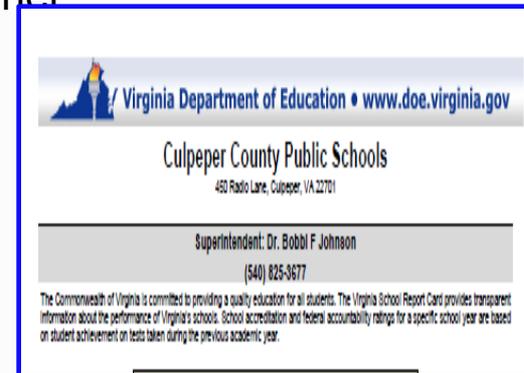
Date: ___/___/___ Signed: _____
Executive Director of Finance and Clerk of the Board



II. Use Existing Tools

Area #5: Public Reporting

- School Report Cards (Links online, notices posted in student handbooks, newsletters, and a copy is available at each school and at Central Office; the School Board meeting in which results are discussed is aired on the Public TV Channel)
- Newspaper Articles/Photos
- E-mails
- Right to Inquire Letter - Online/Handbook
- Long-Term Sub Letter - Online/Handbook
- Online Postings – Timely Notices
- Handbooks (Student, School, etc.)
- Newsletters – Division/Title IIA
- Civic/Community Events
- Agendas from PTO Meetings, Civic Organizations, etc.
- Annual Instruction Report (Aired, Online, etc.)





II. Existing Tools



CULPEPER COUNTY PUBLIC SCHOOLS

Title II. Part A:

Federal funds awarded under Title II, Part A support programs to increase academic achievement by increasing the number of highly qualified teachers in classrooms; increasing the number of highly qualified principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding school districts and schools accountable for improvements in student academic achievement.

Currently, Title IIA funds in Culpeper are used to support math specialist positions. The use of funds for this purpose is based on the Division's needs assessment results as well as input collected from staff and parents. The specialists provide embedded, ongoing professional development to teachers and other staff members to promote effective, highly quality instruction. The grant is submitted annually (June) to the School Board for approval before being forwarded to the Virginia Department of Education for approval. Staff, parents, and other community members are encouraged to provide input in developing the application. A copy of the grant is available for review at the School Board Office. If you have questions regarding the Title IIA grant, please contact Bernice Roberts, broberts@culpeperschools.org or telephone 825-3677, ext. 3125.



From: Fitzgerald,
To: Roberts, Bernice
Subject: PTO Area # 5

Bernice,
I will be added to the agenda of the May PTO meeting. That is the next open session meeting. The teacher rep is supposed to send me an email confirming and I will send that to you as soon as I get it. I am also putting in the pony today the sign-in sheets from our family math night at Food Lion. We have some pictures to go along with it so I'll send those as well. Thanks again for all of your work and please let me know if you need anything else from me.
Thanks,
Tasha

(540) 825-3677
450 Radio Lane
Culpeper, VA 22701



II. Use Existing Tools - Emails

From: Bernice Roberts
To: Bridges, Susan; Southard, Margery; Timmons, Catherine; Williams, Kristin, James Oliver
CC: Hauman, Robert; Jenkins, Sue
Date: 10/18/2013 9:16 AM
Subject: Title IIA Federal Monitoring

Good morning,

As you know, the Title IIA federal grant covers the cost of the math specialist at your school. This grant will be undergoing federal monitoring later in this school year. (VDOE has not given me a specific time frame.) This monitoring is routine and occurs about every five years. **This is simply an email to let you know that this will be taking place.** We are in compliance, and the math specialists do a great job of providing me with the necessary documentation. We already have everything in place, so there really is no additional effort required and will be a pretty painless process!

Again, this email is simply notifying you of the monitoring process and keeping you informed regarding Title IIA.

If you have questions, please let me know.

Bernice



II. Use Existing Tools

Area #6: Private Schools

- Certified Mail Receipts
- Emails
- Agendas – Include all Major Points such as Use of Funds, Equitable Services, Timeline, Procurement/Fiscal Agent, Needs Assessment, etc.
- Sign-in Sheets from Meetings
- Purchase Orders Showing Fiscal Agent and Use of Funds
- Omega Printout Corresponding with Invoice Payments
- PD Schedule/Photos





Area #6, Private School Participation,
Questions 6.2 and 6.3

Culpeper County Public Schools
Title IIA/B – Private School Consultation Meeting
August 12, 2013, 2:00 p.m. at Culpeper School Board Office
(Please sign in.)

- Welcome and Introductions (Please remember to sign in.)
 - E-mail Contact Information: broberts@culpeperschools.org
 - Phone: (540) 825-3677, extension 3125
 - Mailing Address: 450 Radio Lane, Culpeper, VA 22701
 - What is Best Way to Contact Epiphany?
- Title II Purpose
 - Title IIA
 - Focus is on Professional Development/Preparing and Training Highly Qualified Teachers/Principals
 - Learn More about Title IIA at the VDOE Site – Link: http://www.pen.k12.va.us/federal_programs/esea/title2/part_a/index.shtml
 - Title IIB
 - Competitive Grant for Math-Science Partnership (Colleges usually serve as Fiscal Agent, Has not been Notified of Any Local Colleges Applying but will Inform College that You Need to be Notified if Applicable)
 - Title II and Private School Participation
 - Ensuring Equitable Services to Private School Students
 - See [Title IX: General Provisions](#)
 - http://www.pen.k12.va.us/federal_programs/esea/titles/index.shtml#guidance
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_a/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_b/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_c/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_d/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_e/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_f/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_g/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_h/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_i/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_j/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_k/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_l/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_m/index.shtml
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 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_x/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_y/index.shtml
 - http://www.pen.k12.va.us/federal_programs/esea/title2/part_z/index.shtml
- Review/Recap of Title IIA 2012-13 School Year and Balances
 - Evaluating Progress, Needs, Objectives
 - Carry-Over Funds = \$1,321.40
- Review of 2013-14 Title II Grant
 - Carry-Over Application (New Services Amount: \$2,134.36)
 - Title IIA Approved Objective (Within the Grant – p. 9)
 - Review of Private School Objective (Refer to PowerPoint Handout, pp 6, 7, 8)
 - Review of Consultation: (Refer to PowerPoint Handout, pp 6, 7, 8)
 - Meaningful Consultation: Will be Addressed through Title IIA?
 - What Needs will be Addressed?
 - What Type of Services are Needed?
 - When Will Services Occur – Timeline?
 - When Will Services be Evaluated for Effectiveness?
 - Who Will Receive Services?
 - Who Will Services be Provided by Private School?
 - How Will Services (Intent – Coursework, training, etc.) Plan for Specific PD Services (Intent – Coursework, training, etc.)
- Title IIA Federal Monitoring Scheduled for 2013-14 (Refer to PowerPoint p. 10)
 - Title IIA PD must be Supplemental to what is Provided by Private School
 - LEA is Fiscal Agent – Vendors, Contractors must work Directly with School System to create Purchase Orders/contractual Agreements, etc.
- Title IIA Federal Monitoring Scheduled for 2013-14 (Refer to PowerPoint p. 10)
 - Will Provide FPM Reviewer's Instrument Packet When Available
 - One of the Sources of Documentations Listed is a Private School Needs Analysis Document
- Next Meeting Date:
- Any Questions/Concerns?

From: James Oliver
To: Bernice Roberts
Subject: Math PD

5/30/2014 12:25:43 PM

Bernice,

Thank you again for all your help this academic year. It has been a pleasure having your folks here to assist us with our math program. In the title meetings, you have always been very helpful with the planning and strategies to assist Epiphany Catholic School with its math program. I will take a look at your suggestion on Ten Marks. In the meantime, I hope that you and your staff have a wonderful close to this school year.

Regards,

Jim
James F. Oliver
Principal
Epiphany Catholic School
540-825-9017
oliverj@epiphanycatholicsschool.org



Overview Point

III. Summary = Streamline, standardize, and simplify



III. Summary

- **Make it Routine** – Involve Stakeholders from the Beginning
- **Provide Framework and Collection Processes** (Existing and Standardizing)
- **Collection is Ongoing**
- **Update Stakeholders**
- **Compile and Review Ahead of Time to Fill in the Blanks!**





Questions?

Contact:

Bernice Roberts at
broberts@culpeperschools.org

Sue Jenkins at
sjenkins@culpeperschools.org