

APPROVED

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

1003(a)

Application for Schools in YEAR ONE of Title I School Improvement

Under the *No Child Left Behind Act of 2001*, PL 107-110

Due: June 14, 2010

Cover Page

DIVISION INFORMATION

School Division Name: Roanoke City Public Schools
Mailing Address: 40 Douglass Ave., Roanoke, Virginia 24012
Division Contact: Dr. Vella Wright / Carl McDaniel
Telephone (include extension if applicable): (540)853-6113 / (540)853-2957 Fax: (540)853-1491 / (540)853-2959
E-mail: vwright@rcps.info / cmcdaniel@rcps.info

SCHOOL INFORMATION

Provide information for each year one Title I School Improvement school within the division that will receive support through the 1003(a) funds. Copy as many blocks as needed.

School Name: Round Hill Elementary
Mailing Address: 2020 Oakland Blvd, Roanoke, Virginia 24012
School Contact: Karen McClung, Principal
Telephone (include extension if applicable): (540)853-2756 Fax: (540)853-1118
E-mail: kmclung@rcps.info

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Assurances*: The local educational agency assures that School Improvement 1003(a) funds will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under the *No Child Left Behind Act of 2001* (NCLB).

***SPECIAL DIVISION ASSURANCE, IF ANY,
DISCUSSED WITH THE DIRECTOR OF THE OFFICE OF SCHOOL IMPROVEMENT MUST BE ATTACHED.**

Certification: I hereby certify that, to the best of my knowledge, the information contained in this application is correct.

Superintendent's Signature: _____

Superintendent's Name: _____

Date: _____

The division will submit one application packet.

PART I: SCHOOLS TO BE SERVED

Complete the requested information for the schools identified for your division in pink. See Appendix A-a

Name of School	Grade Span	Targeted Assisted School (Check)	Schoolwide Program School (Check)	School Membership	Percent Identified as Disadvantaged	Percent Students with Disabilities	Percent Limited English Proficient
Round Hill Elementary	K-5		X	432	83.3 %	14.6 %	23.8 %

PART II: STUDENT ACHIEVEMENT AND DEMOGRAPHIC DATA

The LEA must provide the following information for each of the year one Title I School Improvement schools to be served with 1003(a) funds.

- a. Student achievement data for the past two years (2007-2008, 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; and by grade level in the “all students” category and for each AYP subgroup;
- b. Analyzed student achievement data with identified areas that need improvement;
- c. Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status; and
- d. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics.

Response:
 Note: Schools should consider providing this information in chart form, and include here.

	Required Information	School: Round Hill Elementary
a.	<p>Student achievement data for the past two years (2007-2008 and 2008-2009) in reading/language arts and mathematics: by school for the “all students” category and for each AYP subgroup; (Note: This is whole school data-grades mixed)</p> <p>Second request is “by grade level.” and by grade level in the all students category and for each AYP subgroup</p>	<p><u>Reading/Lang Arts:</u> 2007-2008 pass rate for “all students” – 78.15%; 2008-2009 pass rate for “all students” – 80.36%.</p> <p><u>By Grade Level:</u> Third Grade pass rate – 2007-2008 – 70%, 2008-2009 – 76% Fourth Grade pass rate – 2007-2008 – 74%, 2008-2009 – 84% Fifth Grade pass rate – 2007-2008 – 90%, 2008-2009 – 82%</p> <p><u>Reading/Lang Arts (AYP Subgroup data):</u> “Black students” pass rate – 2007-2008 – 75.83%, 2008-09 – 73.80% “Hispanic students” pass rate – 2007-08 – 89.28%, 2008-09 – 96.42% “White students” pass rate – 2007-08 – 76.43%, 2008-09 – 84.48% “LEP students” pass rate – 2007-08 – 87.87%, 2008-09 – 95.23% “Econ disadvantaged” pass rate – 2007-08 – 77.41%, 2008-09 – 79.88% “Students with Disabilities” pass rate – 2007-08 – 20.0%, 2008-09 – 82.60%</p> <p><u>Mathematics:</u> 2007-2008 pass rate for “all students” - 73.07%; 2008-2009 pass rate for “all students” – 80.54%.</p> <p><u>By Grade Level:</u> Third Grade pass rate – 2007-2008 – 66%, 2008-2009 – 72% Fourth Grade pass rate – 2007-2008 – 74%, 2008-2009 – 88% Fifth Grade pass rate – 2007-2008 – 79%, 2008-2009 – 84%</p> <p><u>Mathematics (AYP Subgroup data):</u> “Black students” pass rate – 2007-2008 – 71.07%, 2008-09 – 74.19% “Hispanic students” pass rate – 2007-08 – 75.86%, 2008-09 – 90.0% “White students” pass rate – 2007-08 – 74.54%, 2008-09 – 86.44% “LEP students” pass rate – 2007-08 – 79.41%, 2008-09 – 91.11% “Econ disadvantaged” pass rate – 2007-08 – 69.42%, 2008-09 – 77.65% “Students with Disabilities” pass rate – 2007-08 – 0.00%, 2008-09 – 76.19%</p>
b.	<p>Analyzed student achievement data with identified areas that need improvement</p>	<p>SOL results and benchmark tests indicate that Round Hill needs improvement in following areas: 3rd grade Reading (comprehension strategies; word analysis skills)</p>

		<p>3rd and 4th grade Math (Number and number sense; computation) Benchmark tests (Interactive Achievement) for grades 1 and 2 in the areas of reading/math and PALs results were analyzed.</p> <p>Results of benchmark tests indicate that 1st grade Reading (in the areas of reading comprehension and spelling) were identified as areas of weakness. These areas were factors in lower scores on the PALs for 1st grade students as well. It should be noted that 1st grade PALs scores have dropped 3 out of the last 4 years, and the drop has been linked to the weakness in spelling.</p> <p>Results of benchmark tests for 2nd grade were positive and the PALs scores for 2nd graders showed improvement from last year.</p>
c.	Information about the demographics of the student population to include attendance rate, total number of students, and totals by the following categories: 1) gender; 2) race or ethnicity; 3) disability status; 4) limited English proficient status; 5) migrant status; 6) homeless status; and 7) economically disadvantaged status	<p>Attendance Rate – 94.42%</p> <p>Student Membership – 502</p> <p>Gender: Male students - 240; Female students – 262</p> <p>Ethnicity: Amer. Indian – 1; Asian – 12; Black - 303; Hispanic - 97; White - 89</p> <p>Students with Disabilities – 63</p> <p>No. of LEP students – 103</p> <p>No. of Migrant students – 0</p> <p>No. of Homeless students - 9</p> <p>Low-Income Percent – 82.07%</p>
d.	Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics (Baseline data would be helpful as a part of the discussion.)	In the Spring of 2011, the percent of students in grades 3-5 scoring 400 or more on the SOL English and Mathematics tests will meet or exceed AYP benchmarks (English - 89%, Mathematics - 87%).

PART III. DESIGN AND IMPLEMENT THE INTERVENTION FOR EACH SCHOOL

The LEA will need to have detailed plans in place to demonstrate how the intervention (State Transformation Model) will be implemented. Listed below are the factors that will be considered to assess the LEA’s commitment to implementing the model.

Describe the following:

- The LEA has a plan in place to implement the model beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward implementing the model.

- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of the model.
- The LEA can demonstrate adequate capacity to implement the model.

Response:

Roanoke City Public Schools has supported the use of Herbert Walberg's edited work in the Handbook on Restructuring and Substantial School Improvement as a key element of our local school improvement processes for the past three years. During that time, we have worked with struggling schools by examining the strategies and recommendations. The tools and training from the Center on Innovation and Improvement/Indistar have been invaluable to our learning organization. We have expanded the involvement and communication among the School Board, the central office, and the individual school. We have restructured to provide additional informal and, when needed, formal oversight processes. We have strengthened our attention to focusing on what matters (learning) and on monitoring what matters. The training that has been provided by VA DOE to date has benefitted Round Hill elementary school and we believe that the state improvement model will serve us well as we implement that model beginning in 2010-2011.

To ensure community engagement, Round Hill will utilize an oversight committee to gather input and best thinking from key stakeholders including the School Improvement Coach, the central office executive for K-8 programs, the school principal, the school's instructional coach, the teacher/mentor, curriculum supervisors in English/reading and mathematics, parents, and others as appropriate. The staff in the Department for Teaching and Learning who work under the leadership of the Assistant Superintendent (Dr. Vella Wright) includes a number of key individuals who will support the school improvement efforts. The Director of Research, Testing and Evaluation, Jean Pollock and the Coordinator for Data Analysis, John Lincoln will assist the school with assessments and the subsequent use of data to determine instructional strengths, weakness, gaps in achievement, and patterns in performance. The cadre of instructional supervisors in content areas including Dr. Julie Drewry (mathematics), Lynn Jacomen (English/Reading and Response to Intervention) led by Tom Dunleavy, the Executive Director for K-8 Programs are available to provide support to the school on a regular basis. Additionally, mathematics and reading specialists are assigned to assist the school.

RCPS has provided training and internalized a continuous cycle that starts with a focus on detailed data analysis and continuous monitoring of instruction to determine what is working and to make immediate mid-course corrections when needed. To do so, Roanoke City Public Schools adheres to an instructional improvement process guided by the Plan-Do-Check-Act cycle, applying the Eight Step instructional process developed by Dr. Patricia Davenport and Dr. Gerald Anderson and described in their book, Closing the Achievement Gap. RCPS has demonstrated success with this process (having had schools recognized by National Center for Urban School Transformation) and we are confident and committed to using this foundation for school interventions. Our Executive Director for K-8 Programs, Tom Dunleavy, monitors this process by conducting regular on-site process checks. We commit time and resources to school improvement and believe that the school improvement model will strengthen our current practices and we embrace the opportunity to take the next step in refining our processes and practices in this area.

We have accomplished major shifts over the past three years, including the development of a new teacher performance assessment which is focused on six key standards that are essential to effective teaching in our urban district. We have released 18 excellent teachers from full-time teaching duties in order to fully implement the teacher-mentor program researched by the New Teacher Center, Santa Cruz, CA. We have modified our procedures to expect ongoing assessment, analysis of data, and immediate “mid-course corrections.” Our successes to date indicate that we are successful with these processes, but, as annual objectives continue to increase, we are constantly seeking ways to refine and improve our strategies. We are committed to continuous improvement and look forward to the opportunity to learn more.

PART IV: MODIFY PRACTICES AND/OR POLICIES, IF NECESSARY, TO ENABLE IMPLEMENTATION OF THE MODEL

FULLY AND EFFECTIVELY

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the State Transformation Model. Evidence will include copies of division meeting agenda and accompanying notes. If changes are needed to existing policies and/or procedures, additional documentation will be requested such as revisions to policy manuals, local board of education meeting minutes, and/or other appropriate division communication.

Response: Note: Documents included as attachments must be scanned and attached to this application.

Attached documents provide evidence of school improvement meeting activities as documentation of current practices. At this point, there has been no need to modify school board policy although procedures have been changed to allow for rapid response when concerns arise.

PART V. SUSTAIN THE REFORM EFFORT AFTER THE FUNDING PERIOD ENDS

The LEA will provide a narrative identifying resources, financial and otherwise, to demonstrate how the reform effort will be sustained after the funding period ends. The LEA’s ability to sustain the reform effort after the funding period ends will be evaluated by considering the following:

Describe the following:

- Use of the Indistar™ tool by the division and school improvement teams to inform, coach, sustain, track, and report school improvement activities;
- Division plan and budget for sustaining the reform effort.

Response:

The Roanoke City Public Schools are prepared to sustain the reform effort after the funding period ends. Our commitment to continuous school improvement and to closing the achievement gap while raising performance of all students has been demonstrated by our work prior to funding. This commitment is further emphasized by the three key goals of our strategic plan which states “ RCPS’ focus must be to (1) Raise the level of academic achievement for all students; (2) Intentionally close the achievement gap; and (3) Graduate 100% of our students.”

In RCPS, we seek ways to function as a high performing organization and we believe that continued use of the Indistar tool by the division and school improvement teams will allow us to remain informed while sustaining, tracking and reporting school improvement activities. We will continue to improve our use of this tool to communicate internally and externally with our partners in the school improvement process, particularly with VA DOE and with our School Improvement Coach.

Since 2007-08, Roanoke City Public Schools has been actively involved in building a collaborative, learning relationship with the New Teacher Center in Santa Cruz, CA. A number of key district stakeholders (principals, central office instructional leaders, School Board members, and community partners) have participated in the Induction Institute in order to learn more about the roles, responsibilities, and benefits of effective mentors to supporting new teachers. One of the strategic focus areas in our plan is to “Master teaching in a diverse urban environment” and we believe that our relationship with NTC is enabling us to build a strong cadre of excellent mentor teachers and their influence and interaction with new staff is improving our ability to meet the needs of our students. Our principals have received excellent professional training from NTC staff on the role of principals in supporting teachers (to benefit student learning.) All 18 of our mentor/coaches have participated in 12 days of professional training through NTC and will participate in another 12 days of training during 2010-11. We are currently working on additional training for principals on “blended coaching” and we are committed to continuing the relationship with NTC over the coming years because we subscribe to research findings that point to the success of the project. If we wish to have teachers who have mastered teaching in a diverse urban environment, we must practice fidelity to programs that work. New Teacher Center training works for us.

Our division plan is to continue to focus on four major areas: (1) Master teaching and learning in a diverse urban environment, (2) create an optimal urban learning environment, (3) develop a high-performing organization, and (4) collaborate with the City of Roanoke,

businesses, community and faith-based organizations to provide a better prepared student. These areas are outlined in our Strategic Plan 2009-2014. (A full copy of the plan is available upon request.) Our annual general fund budget provides support for our reform effort and, additionally, we utilize Title I-A, Title II-A, Title III, and 21st CLC funds to support continuous school improvement in our targeted schools. Further, we have submitted a number of other applications for grant funding (including I3 grant application) to support pay for performance, social-emotional learning, and developing a cadre of mentors for those difficult transition points (entering kindergarten, moving from elementary to middle, moving from middle to high school, and moving from high school to post secondary experiences—particularly to our local community college.) In summary, we submit that our current practice is focused on continuous school improvement and we pledge to sustain that effort after the end of this funding period.

PART VI: SELECTION OF COACH

The State Transformation Model, which year one schools are implementing, requires schools to use funding to hire a coach that will work with the school in the area(s) that caused the school to enter school improvement. Responsibilities of a coach may include, but are not limited to the following:

Assisting the School Improvement Team in:

- Using appropriate data to:
 - drive decision-making in developing, selecting, and evaluating instructional programs and practices
 - select appropriate strategies to individualize classroom instruction
 - establish goals for all students with a focus on subgroup performance
- Developing and evaluating a highly effective school improvement plan via online planning
- Protecting instructional time
- Monitoring student progress and sharing findings
- Promoting a collegial relationship between school administrators, staff, and coach

In the box below, please respond to the following questions:

Describe the process that was used or will be used to select the coach for the schools that will be served with 1003(a) funds - NCLB year one schools. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** Use as much space as needed.

Response: Round Hill will continue to employ the coach who worked with the school during 2009-2010. The coach was selected by application process, an interview, and a narrative on the topic "Why they would be an effective coach". During 2009-2010, the coach received four (4) mentor/coach trainings from the New Teacher Center (Santa Cruz, CA model). These 4 sessions took place over the course of the school year, and took 12 full days of focused instruction. The coach also received the Teacher Leader Training provided by the Virginia DOE as part of the State Transformation model.

Check the expertise of the coach or prospective coach. Check all that apply.

<p>School 1: <u>Round Hill Elementary</u></p> <p><input checked="" type="checkbox"/> Reading/English/Language Arts <input checked="" type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</p>	<p>School 2: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</p>	<p>School 3: _____</p> <p><input type="checkbox"/> Reading/English/Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Instructional/Administrative/School Leadership <input type="checkbox"/> Experience as Virginia Department of Education Coach <input type="checkbox"/> University Level School Leadership Experience <input type="checkbox"/> Independent Education Contractor/Consultant</p>
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PART VII: BUDGET

Note: Budget Summaries (one for the division and one for each year one school). 1003(a) funding may be expended on any 1003(a) Condition of Award. See Attachment B-a. 1003(a) funding may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment C-a.

Note: Part 2: Budget Narrative: The detailed budget summary the LEA submits as part of the grant application will provide evidence of how other sources such as Title II, Part A; Title II, Part D; Title III, Part A; Title VI, Part B; state and/or local resources support 1003(a) initiatives. Additionally, the LEA will provide a budget narrative in its application that will provide a description of how other resources will be used, such as personnel, materials, and services to support school improvement activities.

Division Budget Summary

Division Name: Roanoke City

Virginia Department of Education Grant Expenditure Requirements

Note 1

Divisions must ensure that 1003(a), year one School Improvement, applicant schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22, 2010, institute include the purchase of the TeachFirst Formative Assessment platform in their budgets. The total expenditures from all Strand III schools must be included in the division summary budget. Cost: \$1,950 per school

Yes **No:** Does the division have schools participating in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the division has included the purchase of the TeachFirst Formative Assessment platform in its budget for each school.

	School Year 2010-2011		
Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include "other" funds.)
1000 - Personnel	61,687		61,687
2000 - Employee Benefits	21,811		21,811
3000 - Purchased Services	19,510		19,510
4000 - Internal Services			
5000 - Other Charges	10,000		10,000
6000 - Materials and Supplies	6,000		6,000
8000 - Equipment/Ca pital Outlay	56,600		56,600
Total	175,608		(Must Equal Division Allocation) 175,608

School Budget Summary

School Name: Round Hill Elementary

Virginia Department of Education Grant Expenditure Requirements

Yes No: Is this school a participant in Strand III (TeachFirst Formative Assessment) of the July 19-22 institute?

If yes, check here to indicate that the school has included the purchase of the TeachFirst Formative Assessment platform in its budget.

	School Year 2010-2011		
Expenditure Codes	ESEA 1003(a) Funds [Funds must be encumbered by September 30, 2011.]	Other Funds	Total Across Object Codes (Do not include "other" funds.)
1000 - Personnel	61,687		61,687
2000 - Employee Benefits	21,811		21,811
3000 - Purchased Services	19,510		19,510
4000 - Internal Services			
5000 - Other Charges	10,000		10,000
6000 - Materials and Supplies	6,000		6,000
8000 - Equipment/Capital Outlay	56,600		56,600
Total	175,608		(Must Equal School Allocation) 175,608

Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(a) funds as well as other funding sources will be used to support school improvement activities.

Division Name: Roanoke City

1. Personal Services (1000)

The personnel funded from 1003(a) funds (Instructional Coaches, Substitute Teachers, Teacher Stipends) provided Round Hill the opportunity to implement school improvement efforts during 2009-2010. The instructional coach position will be continued for the 2010-2011 school year. The coach at Round Hill provides training and feedback to the classroom teachers on the best instructional practices. The coach is able to assist both new teachers and veteran teachers. The coach meets regularly with the grade level teams for instructional planning. The level of quality in the instruction at Round Hill has greatly improved. This support combined with other supplements such as Title I, Part A (Reading Specialists) and LEA funds (ELL Teachers/Assistants) provides an opportunity for Round Hill to make significant changes and complete many of the tasks included in their school improvement plans. TOTAL PERSONAL SERVICES = \$61,687.

2. Employee Benefits (2000)

Benefits for Personnel funded from 1003(a) funds.
TOTAL EMPLOYEE BENEFITS = \$21,811.

3. Purchased Services (3000)

Round Hill will receive formative assessment training from Teach First during the VA DOE Summer Institute (July, 2010). 1003(a) funds will be used to provide staff at Round Hill with high quality professional development/training. The training will address those areas identified as being in need of improvement based on SOL results, benchmark tests, teacher feedback, and principal observations. TOTAL PURCHASED SERVICES = \$19,510.

4. Internal Services (4000)

Not applicable.

5. Other Charges (5000)

Staff from Round Hill will attend all VA DOE trainings related to the 1003(a) school improvement grant during the 2010-2011. Staff will also attend training that is relevant to improving classroom management and instruction as specified in professional development/training (Object code 3000). Funds will be provided for travel to the trainings (lodging, meals, mileage, etc.).

TOTAL OTHER CHARGES = \$10,000.

6. Materials and Supplies (6000)

The materials and supplies for classrooms at Round Hill provided from 1003(a) funds will supplement those materials provided by LEA, Title I, Part A, and Title III, Part A funds. These instructional materials will provide the school with the necessary resources to prepare students to be successful on the state's SOL tests and achieve at high levels. Details of materials/supplies are provided in the school's budget narrative.

TOTAL MATERIALS AND SUPPLIES = \$6,000.

7. Equipment/Capital Outlay (8000)

During the 2009-2010, a combination of 1003(a) school improvement funds, Title I, Part A, Title II, Part D, and LEA funds have provided Round Hill with instructional equipment that has enhanced how instruction is delivered in the classrooms. For 2010-2011 Round Hill will use 1003(a) funds to purchase instructional technology that will continue to support improved classroom instruction. Teachers will continue to receive training (funded by Title II, Part D) in the use of technology. These trainings will be provided by the LEA funded Instructional Technology Resource Teachers.

TOTAL INSTRUCTIONAL EQUIPMENT = \$56,600.

School Name: Round Hill Elementary

1. Personal Services (1000)

Funds will provide for an Instructional Coach - \$40,312; Instructional Assistant - \$12,500; Teacher Stipends - \$2,500; and Substitute Teachers - \$6,375 --- TOTAL PERSONAL SERVICES = \$61,687.

The Instructional Coach will continue to work with teachers on the best instructional practices. The coach will work with teachers in areas identified as in need of improvement, as well as continue to assist each grade level team in their instructional planning. Substitute teachers will be hired at established days throughout the school year, which will enable the grade level teams to continue to have the 4-6 hour planning time. Teachers will receive stipends for training they will attend during the summer (non-contracted hours). The additional instructional assistant will give the school the capacity to have an instructional assistant for each grade level.

2. Employee Benefits (2000)

Benefits for Instructional Coach and Instructional Assistant (FICA, Retirement, Health, etc.) - \$21,121; FICA for Teacher Stipends - \$690 --- TOTAL EMPLOYEE BENEFITS = \$21,811.

3. Purchased Services (3000)

Teach First (Formative Assessment Training) - \$1,950; Professional Development - \$17,560.

School will receive formative assessment training from Teach First during the VA DOE Summer Institute (July, 2010).

Staff will receive professional development and training in the areas of Reading and Math. The training will be based on those areas that are identified as in need of improvement based on SOL results, benchmark tests, teacher feedback, and principal observations. TOTAL PURCHASED SERVICES = \$19,510.

4. Internal Services (4000)

Not applicable.

5. Other Charges (5000)

Travel charges (lodging, meals, mileage) for DOE trainings related to 1003(a) school improvement - \$4,000;

Travel charges (lodging, meals, mileage) for teacher trainings - \$6,000. These trainings will be based on the criteria aforementioned for Professional Development (see purchased services – Object code 3000).

TOTAL OTHER CHARGES = \$10,000.

6. Materials and Supplies (6000)

Instructional Materials and Supplies will include the following --- Resource materials for SOL's, consumables, SOL Coach Books, VA Practice SOL's.

TOTAL MATERIALS AND SUPPLIES = \$6,000

7. Equipment/Capital Outlay (8000)

The following instructional equipment will be purchased to continue to enhance classroom instruction through use of technology. Document Cameras (14 @ \$650 = \$9,100); 30 unit laptop cart - \$35,000; iPads (25 @ \$500 = \$12,500). iPads will be used throughout the school, but also targeted at our 3rd grade classrooms which will be using a specific program with the iPads that addresses fluency problems.

TOTAL EQUIPMENT = \$56,600.

Duplicate form for each school applying for 1003(a) funding.

These accounts are for budgeting and recording expenditures of the educational agency for activities under its control. Below are definitions of the major expenditure categories. The descriptions provided are examples only. For further clarification on the proper expenditures of funds, contact your school division budget or finance office, the grant specialist in the Virginia Department of Education, or refer to the appropriate federal act.

Expenditure Code Definitions

1000 Personal Services - All compensation for the direct labor of persons in the employment of the local government. Salaries and wages paid to employees for full- and part-time work, including overtime, shift differential, and similar compensation. Also includes payments for time not worked, including sick leave, vacation, holidays, and other paid absences (jury duty, military pay, etc.), which are earned during the reporting period.

2000 Employee Benefits - Job related benefits provided employees are part of their total compensation. Fringe benefits include the employer's portion of FICA, pensions, insurance (life, health, disability income, etc.), and employee allowances.

3000 Purchased Services - Services acquired from outside sources (i.e., private vendors, other governmental entities). Purchase of the service is on a fee basis or fixed time contract basis. Payments for rentals and utilities are not included in this account description.

4000 Internal Services - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management.

5000 Other Charges - Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, travel (staff/administration), office phone charges, training, leases/rental, Indirect Cost, and other.

6000 Materials and Supplies - Includes articles and commodities that are consumed or materially altered when used and minor equipment that is not capitalized. This includes any equipment purchased under \$5,000, unless the LEA has set a lower capitalization threshold. Therefore, computer equipment under \$5,000 would be reported in "materials and supplies."

8000 Equipment/Capital Outlay - Outlays that result in the acquisition of or additions to capitalized assets. Capital Outlay does not include the purchase of equipment costing less than \$5,000 unless the LEA has set a lower capitalization threshold.