

**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(g)**

**Application for School Improvement Funds**

*[Complete this application if any of the school's three-year allocation is from 1003(g).]*

Under the *No Child Left Behind Act of 2001*, PL 107-110 and the *American Recovery and Reinvestment Act of 2009*, PL 111-5

**Due June 14, 2010**

**COVER PAGE**

**DIVISION INFORMATION**

School Division Name: \_\_\_\_\_ Charles City County Public Schools \_\_\_\_\_  
Mailing Address: \_\_\_\_\_ 10910 Courthouse Road Charles City, Va. 23030 \_\_\_\_\_  
Division Contact: \_\_\_\_\_ Dr. Pat Alexander \_\_\_\_\_  
Telephone (include extension if applicable): \_\_\_\_\_ 804-652-4612 \_\_\_\_\_ Fax: \_\_\_\_\_ 804 – 829-6723 \_\_\_\_\_  
E-mail: \_\_\_\_\_ psalexander @ co.charles-city.va.us \_\_\_\_\_

**SCHOOL INFORMATION**

Provide information for each school within the division that will receive support through the 1003(g) funds. Copy as many blocks as needed.

School Name: \_\_\_\_\_ Charles City Elementary Schools \_\_\_\_\_  
Mailing Address: \_\_\_\_\_ 10049 Courthouse Road Charles City, Va. 23030 \_\_\_\_\_  
School Contact: \_\_\_\_\_ Mrs. Kecia Kipscomb \_\_\_\_\_  
Telephone (include extension if applicable): \_\_\_\_\_ 804-829-9252 \_\_\_\_\_ Fax: \_\_\_\_\_  
E-mail: \_\_\_\_\_  
\_\_\_\_\_ kolipscomb@ccps.net \_\_\_\_\_

School Name: \_\_\_\_\_  
Mailing Address: \_\_\_\_\_  
School Contact: \_\_\_\_\_  
Telephone (include extension if applicable): \_\_\_\_\_ Fax: \_\_\_\_\_

E-mail: \_\_\_\_\_

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**Assurances\***: The local educational agency assures that School Improvement 1003(g) 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) and the *American Recovery and Reinvestment Act of 2009* (ARRA), if funds have been received under both statutes. **Additionally, the local educational agency agrees by signing below to implement program specific assurances located in Section D. Assurances of this application.**

**\*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: Dr. Janet C. Crawley

Date: June 11, 2010

**SECTION A: SCHOOLS TO BE SERVED**

Divisions are aware of the ‘tier’ identification of schools that are eligible for 1003(g) funding. This information is also included in Appendix A-g. Complete the “Intervention” request by placing under the heading Turnaround, Restart, or Transformation the name of the “vendor” your division will employ.

**1. Tier I and Tier II School Information**

School Name	NCES ID #	Check Tier I	Check Tier II	Intervention			
				Turnaround	Restart	Transformation	Closure
N/A							
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	
				LTP:	LTP:	LTP:	

As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

**2a. Tier III School Information**

Identify each Tier III school that will be implementing the State Transformation model, and provide the information requested.

School Name	NCES ID #
Charles City Elementary School	510072000260

**2b. Tier III School Information**

If applicable, identify each Tier III school that will, by choice, implement one of the four federal reform models, and provide the name of the Lead Turnaround Partner (LTP).

School Name	NCES ID #	Intervention			
		Turnaround	Restart	Transformation	Closure
N/A					
		LTP:	LTP:	LTP:	

		LTP:	LTP:	LTP:	
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As a reminder, for implementation requirements of each of the federal reform models see Appendix B-g.

## SECTION B: REQUIRED ELEMENTS

### Part 1. Student Achievement and Demographic Data - Applicable to Tier I, II, and III Schools

The LEA must provide the following information for each of the Tier I, Tier II, and Tier III school that will be served.

**Special Note: An LEA with Tier I schools must serve all of its Tier I schools before serving any eligible Tier III school.**

- a. 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; 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. Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject;
- d. Number of years each instructional staff member has been employed at the school;
- e. Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools;
- f. 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;
- g. Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess;
- h. Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school);
- i. Total number of days teachers worked divided by the maximum number of teacher working days;
- j. Information about the types of technology that are available to students and instructional staff;
- k. Annual goals for student achievement on the state’s assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds and services that the Tier III, category 1 school will receive or the activities the school will implement; and
- l. Goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools implementing the State Transformation Model.

Response: See Attached Chart Chart 1.a

## **Part 2. Design and Implement the Intervention for Each School - Applicable to Tier I, II, and III Schools**

The LEA will need to have detailed plans in place to demonstrate how the interventions will be designed as well as the plan for implementation. Listed below are the factors that will be considered to assess the LEA's commitment to designing interventions consistent with the factors below from the USED Final Requirements for School Improvement Grants as amended January 2010.

Describe the following:

- The LEA has a plan in place to implement the intervention by the beginning of the 2010-2011 school year.
- The LEA has plans to regularly engage the school community to inform them of progress toward the design and implementation of the interventions and to give them opportunity to provide input.
- The LEA has adequate resources to research and design the selected intervention as intended.
- The LEA has set aside time and resources sufficient to facilitate the design and ongoing implementation of interventions.
- The LEA, with Tier I and Tier II schools, has attended the SEA sponsored strategic planning session on April 7, 2010, conducted by Dr. Lauren Morando Rhim representing the Center for Innovation and Improvement.
- The LEA has demonstrated adequate capacity to implement the selected intervention models.

Response: Interventions for Charles City Elementary School will be designed to assist students during the day (60 minute block) as well as after school (90 minute block) in the areas of mathematics and reading. America's Choice, a recognized leader in the national movement for school standards and accountability will be utilized. In partnership, Charles City Elementary School will accelerate on-grade level student performance and provide safety nets for those students who are falling behind.

To bring about substantial improvements in the academic performance of students, we will focus on literacy and mathematics across all grade levels and continue to provide Tier 2 interventions in both subjects for those students who need additional support to be successful in higher-level classes.

Students Grades K – 5 will work in small groups with teachers and tutors. Groups will be based upon results from district benchmark (K-2) and SOL results for grades 3-5 in the areas of mathematics and reading and results from Stanford 10 Tests. PALS scores will also be used to identify students of great need.

Students will be assessed in both areas bi-weekly, monthly and quarterly. CCES will utilize ARDT, Tests for Higher Standards, Compass Learning and Pre, Post and Mini assessments provided by America's Choice to assist with math skills. Tests for High Standards, PALS, IStation, and pre and post literacy assessment provided by America's Choice will be utilized with reading skills.

School Administrators and the Leadership Team will participate in America's Choice Leadership Institute: The objectives of the institute

will cover topics such as leading standards-based instruction in the school, using data to guide instruction, implementing intervention programs to meet individual needs and leveraging community and parent support. All teachers (PK-5) will participate in professional development activities as well as researched –based strategies provided by PD360.

A School Improvement Coach will be employed to work with the school and staff as well as technical assistant coaches for mathematics and reading. School governance committee will be in place to meet monthly with CCES administrators and teachers to discuss school improvement plan, issues, data and progress. Part-time tutors will be employed to assist with reading and math groups. One part-time tutor will be employed to assist with ELL students at the elementary school for grades PK-5. [Funds will be set aside for The Division Improvement Coach assigned to CCCPS’s Division Team to provide support and technical guidance as support is given to CCES in its implementation of School Improvement.](#)

A series of parent and community activities will be designed in order to keep parents and the community abreast about the progress of CCES. Morning Brunch, Afternoon Teas and Evening Dinners, etc. with students demonstrating performance in mathematics and reading will be scheduled.

Staff meetings and PLC meetings with on-going dialogue on how to maintain and increase student achievement will be conducted monthly.

- If the LEA lacks sufficient capacity to serve all of its Tier I schools provide the following information:
  - a. What steps have been taken to secure the support of the local school board for the reform model selected?
  - b. What steps have been taken to secure the support of the parents for the reform model selected?
  - c. If the LEA does not have sufficient staff to implement the selected reform model fully and effectively, has the LEA considered use of the School Improvement Grant funds to hire necessary staff?
  - d. What steps have been taken to secure assistance from the state or other entity in determining how to ensure sufficient capacity exists to implement the model?
  - e. Has the SEA provided other technical assistance through a Memorandum of Understanding?

**Response:**

**Mark NA, if applicable**

### Part 3. Recruit, Screen, and Select External Providers - Applicable to Tier I and II Schools

To assist school divisions with recruiting, screening, and selecting external providers, if applicable, the Virginia Department of Education (VDOE) conducted a Request for Proposals for Lead Turnaround Partners (LTPs). Awarded were four independent contractors: Cambridge Education; Edison Learning, Inc; John Hopkins University; and Pearson Education. School divisions may select a LTP from the competitively awarded contract list or they may choose to initiate their own competitive process. The benefit of selecting a provider from the VDOE contract list is that the competition has already taken place and a school division will not have to delay the implementation of the work with the LTP by awaiting results from its own competitive process. Specific information such as contract number and pricing about each awarded contractor is publically posted on the VDOE Web site. This link <https://vendor.epro.cgipdc.com/webapp/VSSAPPX/Advantage> provides the background information regarding the selection of the LTPs.

Below are the factors that will be considered to assess the LEA's commitment to recruit, screen, and select external providers, if applicable, consistent with the USED Final Requirements for School Improvement Grants as amended in January 2010. Describe the following:

- Reasonable and timely steps taken to recruit, screen, and select providers to be in place by the beginning of the 2010-2011 school year that may include, but are not limited to:
  - Analyzing the LEA's operational needs;
  - Researching and prioritizing the external providers available to serve the school;
  - Contacting other LEA's currently or formerly engaged with the external provider regarding their experience;
  - Engaging parents and community members to assist in the selection process; and
  - Delineating the responsibilities and expectations to be carried out by the external provider as well as those to be carried out by the LEA.

<input type="checkbox"/> Mark NA here if the LEA selected a LTP from the state's list. <input checked="" type="checkbox"/> Mark NA here if the selected model does not require a LTP.
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- Detailed and relevant criteria for selecting external providers that take into account the specific needs of the Tier I and/or Tier II schools to be served by external providers. These criteria may include, but are not limited to:
  - A proven track record of success in working with a particular population or type of school;
  - Alignment between external provider services and needs of the LEA;
  - Capacity to and documented success in improving student achievement; and
  - Capacity to serve the identified school or schools with the selected intervention model.

<input type="checkbox"/> Mark NA here if the LEA selected a LTP from the state's list. <input checked="" type="checkbox"/> Mark NA here if the selected model does not require a LTP.
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**Part 4: Modify Practices and/or Policies, If Necessary, to Enable Implementation of the Intervention Fully and Effectively-Applicable to Tier I, II, and III Schools**

The LEA will provide evidence that a review of division and school policies have been completed to ensure alignment with the selected interventions. 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: N/A** Superintendent, Director of Special Programs, Principal and Leadership Team met to discuss the implementation of Title I School Improvement. The school administrative staff meets monthly with superintendent and central office to present an update on SIP, programs and progress of grades in all content areas as well as benchmark assessments. Meetings are scheduled the third Wednesday of each month.

**Part 5. Sustain the Reform Effort After the Funding Period Ends - Applicable to Tier I, II, and III Schools**

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;
- Implementation of contract with external provider, if applicable; and
- Division plan and budget for sustaining the reform effort.

Response: In order to sustain the Reform Effort, components will be considered in the local division's budget annually. In addition other sources of funding will be researched.

Indistar tool will be used by the division as a means of monitoring CCES school improvement plan, meetings with improvement team and assisting with weaknesses. The school administrator and school improvement team will use the tool in order to maintain and keep track of school improvement plan updates, progress and changes, team members, and objectives and goals of the plan. The school tem will keep the coach abreast of all activities. The coach will also monitor and assist with School

Improvement Plan utilizing Indistar. Indistar will also be utilized to chart progress and growth throughout the school year.

**SECTION C: SELECTION OF COACH FOR TIER III SCHOOLS: STATE TRANSFORMATION MODEL - Tier III Schools Only**

The State Transformation Model 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. **Coaches must be employed by June 28, 2010, the last day to register for the summer institute.** 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 each school's Tier III coach. (Use as much space as needed.)  
 A pool of qualified coaches' resumes were reviewed by the Charles City County Public Schools Central Office and building principal. The Superintendent of Schools also talked with coaches. Coaches were matched with experience and compatible he/she matched with the school's need. Coaches visited and toured school as well as talked with principal about needs, objectives and goals.

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

School 1; <u>CCES</u>	School 2: _____	School 3: _____
<input type="checkbox"/> Reading/English/Language Arts	<input type="checkbox"/> Reading/English/Language Arts	<input type="checkbox"/> Reading/English/Language Arts
<input type="checkbox"/> Mathematics	<input type="checkbox"/> Mathematics	<input type="checkbox"/> Mathematics
<input checked="" type="checkbox"/> Instructional/Administrative/School Leadership	<input type="checkbox"/> Instructional/Administrative/School Leadership	<input type="checkbox"/> Instructional/Administrative/School Leadership
<input type="checkbox"/> Experience as Virginia Department of Education Coach	<input type="checkbox"/> Experience as Virginia Department of Education Coach	<input type="checkbox"/> Experience as Virginia Department of Education Coach
<input checked="" type="checkbox"/> University Level School Leadership Experience	<input type="checkbox"/> University Level School Leadership Experience	<input type="checkbox"/> University Level School Leadership Experience

<input type="checkbox"/> x Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)	<input type="checkbox"/> Independent Education Contractor/Consultant <input type="checkbox"/> Other (Describe)
School 4: _____ <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 <input type="checkbox"/> Other (Describe)	School 5: _____ <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 <input type="checkbox"/> Other (Describe)	School 6: _____ <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 <input type="checkbox"/> Other (Describe)

**SECTION D: BUDGET - Applicable to Tier I, II, and III Schools**

Part 1. Budget Summary (one for the division and one for each school). Description of expenditure codes can be found at the end of Section C. 1003(g) and 1003(a) funding may be expended on any Condition of Award. See Attachment C-g. 1003(g) and 1003(a) funds may also be expended for the purchase of educational vendor/company services to support the implementation of the selected reform model. See Attachment D-g.

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(g) 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 the selected intervention model.

**Division Budget Summary**

Division Name: Charles City County

**Virginia Department of Education Grant Expenditure Requirements**

**Note 1**

Divisions must ensure that 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

**Note 2**

Divisions must ensure that Tier I and Tier II schools include in their budgets the purchase of I Station and ARDT.

I Station Cost: \$6,500

ARDT Cost: \$4.00 per student per school.

**Division Budget Summary**

Division Name: \_Charles City County\_\_\_\_\_

Complete using all applicable funding sources. The division budget represents all applicant schools.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across Object Codes (Do not include "other funds.")
1000 - Personnel		100,080				100,080			100,080		300,240.00
2000 - Employee Benefits		7,660				7,660			7,660		22,980.00
3000 - Purchased Services		60,500				60,500			60,500		181,500.00
4000 - Internal Services											
5000 -		5,000				5,000			5,000		15,00.00

Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include division total for these schools. [1003(a) funds must be encumbered by September 30, 2011]

Other Charges											
6000 - Materials and Supplies		5,927				5,927			5,926		17,780.00
8000 – Equipment/Capital Outlay											
<b>Total</b>		179,167				179,167			179,166		<b>537,500.00</b>

\* If applicable.

**School Budget Summary**

School Name:  Charles City 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? See Attachment A-g.

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

Yes  No: Is this school a Tier I or Tier II school? See attachment A-g.

If yes, check here to indicate that the school has included the purchase of I Station and ARDT in its budget.

**School Budget Summary (One Per Applicant School)**

Complete using all applicable funding sources.

Expenditure Codes	Year 1 2010-2011				Year 2 2011-2012			Year 3 2012-2013			Total
	ARRA (1003g)	ESEA (1003g)	ESEA (1003a)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	ARRA (1003g)	ESEA (1003g)	Other Funds	Add ARRA and All ESEA [1003(g) and 1003(a), if applicable] across
	Note: Certain 1003(g) schools (green) are receiving 1003(a) funds as their first year allocation. Include here. [1003(a) funds must be encumbered by September 30, 2011]										

											<b>Object Codes (Do not include "other funds.")</b>
<b>1000 - Personnel</b>		100,080				100,080			100,080		300,240.00
<b>2000 - Employee Benefits</b>		7,660				7,660			7,660		22,980.00
<b>3000 - Purchased Services</b>		60,500				60,500			60,500		181,500.00
<b>4000 - Internal Services</b>											
<b>5000 - Other Charges</b>		5,000				5,000			5,000		15,000.00
<b>6000 - Materials and Supplies</b>		5,927				5,927			5,926		17,780.00
<b>8000 - Equipment/Capital Outlay</b>											
<b>Total</b>		179,167				179,167			179,166		537,500.00

**Part 2. Budget Narrative: Describe in detail by expenditure codes how the school improvement 1003(g) funds as well as other funding sources will be used to implement the selected reform model(s) for the division and each school.**

**DIVISION NAME:** Charles City County Public Schools

1. Personal Services (1000)

To provide tutors to assist in reading and mathematics utilizing America’s Choice Model, IStation, Compass and Apex Math. To provide tutors to assist English Language Learners (ELL) with skills in reading and mathematics grades PreK – 2 and assist with Standards of Learning (SOLs) grades 3-5. Tutors will work approximately 100-125 days per year. To provide part-time employee to assist with the input of data for all programs.

2. Employee Benefits (2000)

FICA

3. Purchased Services (3000)

To employ a School Improvement Coach to work yearly with administrators and instructional staff. To contract services with IStation, Compass Math, PD360 for research-based professional development activities, ARDT to monitor progress in mathematics, content area specialists to assist with curriculum and modeling of activities and to provide family and community academic activities. In addition employ at least two (2) educators to assist with School-wide Governance Committee which will meet monthly with CCES administration and staff. [To contract services with the Division Improvement Coach to assist the Division Teams in its efforts to help CCES through the School Improvement process.](#)

4. Internal Services (4000)

5. Other Charges (5000)

Travel to conferences (America's Choice, Singapore Math, Summer Institutes, etc.), workshops and school visitations and consultant travel.

6. Materials and Supplies (6000)

To purchase supplemental materials and supplies to support all remedial programs.

7. Equipment/Capital Outlay (8000)

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(SCHOOL NAME: Charles City Elementary School)

1. Personal Services (1000)

To provide tutors to assist in reading and mathematics utilizing America's Choice Model, IStation, Compass and Apex Math. To provide tutors to assist English Language Learners with skills in reading and mathematics grades prek – 2 and assist with Standards of Learning (SOLs) grades 3-5. Tutors will assist approximately 100-125 days per year.

2. Employee Benefits (2000)

FICA

3. Purchased Services (3000)

To employ a School Improvement Coach to work yearly with administrators and instructional staff. To contract services with IStation, Compass Math, PD360 for research-based professional development activities, ARDT to monitor progress in mathematics, content area specialists to assist with curriculum and modeling of activities and to provide family and community academic activities. In addition employ at least two (2) educators to assist with School-wide Governance Committee which will meet monthly with CCES staff.

4. Internal Services (4000)

5. Other Charges (5000)

Travel to conferences (America's Choice, Singapore Math, Summer Institutes, etc.), workshops and school visitations and consultant travel.

6. Materials and Supplies (6000)

To purchase supplemental materials and supplies to support all remedial programs.

7. Equipment/Capital Outlay (8000)

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.

**Section E: Assurances**

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
- (2) Establish annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in Section B of this application to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- (4) Report to the SEA the school-level data required under the final requirements of this SIG grant.

**Section F: Waivers (FOR SCHOOLS ALLOCATED 1003g FUNDS)**

The LEA identifies the waiver that it will implement for each school. Not all waivers are applicable for each school; if the waiver is applicable, please identify the school that will implement the waiver.

A waiver from Section 421(b) of the General Education Provisions Act (20 U.S.C. §1225(b)) to extend the period of availability of school improvement funds for the state and all of its local school divisions to September 30, 2013.

1. Charles City Elementary School
2. (School Name)
3. (School Name)
4. (School Name)

N/A  A waiver from Section 1116(b)(12) of the ESEA to permit local educational agencies to allow their Tier I, and Tier II, Title I participating schools implementing a turnaround or restart model to “start over” in the school improvement timeline.

1. (School Name) \_\_\_\_\_
2. (School Name) \_\_\_\_\_
3. (School Name) \_\_\_\_\_
4. (School Name) \_\_\_\_\_

N/A  A waiver from the 40 percent poverty threshold in Section 1114(a)(1) of the ESEA to permit local educational agencies to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold.

1. (School Name) \_\_\_\_\_
2. (School Name) \_\_\_\_\_
3. (School Name) \_\_\_\_\_
4. (School Name) \_\_\_\_\_



**Part 1. Student Achievement and Demographic Data**

	<b>Required Information</b>	<b>School 1 (Name)</b>																																							
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 style="text-align: center;">See attached charts</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">07-08</th> <th style="text-align: center;">08-09</th> </tr> </thead> <tbody> <tr> <td>Reading all students</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>Math all students</td> <td style="text-align: center;">77%</td> <td style="text-align: center;">82%</td> </tr> </tbody> </table>					07-08	08-09	Reading all students	77%	80%	Math all students	77%	82%																											
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Reading all students	77%	80%																																							
Math all students	77%	82%																																							
b.	Analyzed student achievement data with identified areas that need improvement	See p. 32																																							
c.	Number and percentage of highly qualified teachers and teachers with less than three years experience by grade or subject	<p>100% of teaching staff –“Highly Qualified</p> <p>Teachers with less than three years of experience : GK- 1/3 (33%); G1 -1/3 (33%); G2 - ¼ (25%); G3 – 0%; G4 – 1/3 (33%); G5 – 0%; Resource Teachers-1/4 (25%); Special Education -2/6 (33%)</p>																																							
d.	Number of years each instructional staff member has been employed at the school	<table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 25%;">PK-9yrs</td> <td style="width: 25%;">1 – 8 yrs</td> <td style="width: 25%;">3 – 9 yrs</td> <td style="width: 25%;">5 – 9 yrs</td> </tr> <tr> <td>PK-9yrs</td> <td>1 – 8 yrs</td> <td>3 – 7 yrs</td> <td>5 – 7 yrs</td> </tr> <tr> <td>K -8 yrs</td> <td>1 – 4 yrs</td> <td>3 – 6 yrs</td> <td>5 – 6 yrs</td> </tr> <tr> <td>K – 40 yrs</td> <td>2 – 9 yrs</td> <td>4 – 1 yr</td> <td>P.E. – 7 yrs</td> </tr> <tr> <td>K -3 yrs</td> <td>2 – 5 yrs</td> <td>4 – 7.5 yrs</td> <td>Art - 1 yr</td> </tr> <tr> <td></td> <td>2 – 9 yrs</td> <td>4 – 9 yrs</td> <td>Music – 4 yrs</td> </tr> <tr> <td></td> <td>2 – 1 yr</td> <td></td> <td>Library – 7 yrs</td> </tr> <tr> <td colspan="4">Special Education: 2yrs; 6 yrs; 4 yrs; 32 yrs; 3 yrs and 34 yrs</td> </tr> <tr> <td colspan="4">Title I Reading: 23 yrs and 8 yrs</td> </tr> </tbody> </table>				PK-9yrs	1 – 8 yrs	3 – 9 yrs	5 – 9 yrs	PK-9yrs	1 – 8 yrs	3 – 7 yrs	5 – 7 yrs	K -8 yrs	1 – 4 yrs	3 – 6 yrs	5 – 6 yrs	K – 40 yrs	2 – 9 yrs	4 – 1 yr	P.E. – 7 yrs	K -3 yrs	2 – 5 yrs	4 – 7.5 yrs	Art - 1 yr		2 – 9 yrs	4 – 9 yrs	Music – 4 yrs		2 – 1 yr		Library – 7 yrs	Special Education: 2yrs; 6 yrs; 4 yrs; 32 yrs; 3 yrs and 34 yrs				Title I Reading: 23 yrs and 8 yrs			
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e.	Information about the graduation rate of the school in the aggregate and by AYP subgroup for all secondary schools	N/A	
f.	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	Attendance Rate Total # of Students Total # of Boys Total # of Girls Unspecified (PK) American Indian/Alaska Native Black or African American Hispanic White Native Hawaiian Homeless Economically Disadvantaged Special Education	98% 393 178 215 3 28 227 3 129 3 6 219 27
g.	Information about the physical plant of the school facility to include: 1) date built; 2) number of classrooms; 3) description of the library media center; 4) description of cafeteria; and 5) description of areas for physical education and/or recess	Date Built: 1993 Number of Classrooms: 36 Media Center: Approximately 11,000 books-Capacity 80 Cafeteria: Capacity 500 Multipurpose Room: Capacity 270	
h.	Total number of minutes in the school year that all students were required to attend school and any increased learning time (e.g., before- or after-school, Saturday school, summer school)	Approximately 75,600	
i.	Total number of days teachers	PK1 - 188 - 94%	

worked divided by the maximum number of teacher working days	PK2	-	194	-	97%
	K1	-	194	-	97%
	K2	-	189	-	94.5%
	K3	-	198	-	99%
	1-1	-	196	-	98%
	1-2	-	184	-	92%
	1-3	-	190	-	95%
	2-1	-	197	-	98.5
	2-2	-	193.5	-	96.8%
	2-3	-	194	-	97%
	2-4	-	148.5	-	74.3%
	3-1	-	190	-	95%
	3-2	-	189	-	94.5%
	3-3	-	177.5	-	88.8
	4-1	-	161	-	80.5
	4-2	-	196	-	98%
	4-3	-	195	-	97.5
	5-1	-	194	-	97%
	5-2	-	194.5	-	97.3%
	5-3	-	188.5	-	94.3
	RDG1	-	184	-	92%
	RDG2	-	197	-	98.5
	Art	-	188	-	94%
	Music	-	192	-	96%
	PE	-	186.5	-	93.3%
	Library	-	189.5	-	94.8%
	SPED1-		194	-	97%
	SPED2-		185.5	-	92.8
	SPED3-		189	-	94.5%
	SPED4-		175	-	87.5
	SPED5-		192	-	96%
	SPED6-		188	-	94%

j.	Information about the types of technology that are available to students and instructional staff	Two computer labs (25 computers in each), 2-Computer on Wheels Carts (25 computers each), Promethean Boards in all classrooms Software: Apex Math, Compass Math, Inspiration, Kidspiration, VA SOL on Line, Tests for Higher Standards, etc.
k.	Annual goals for student achievement on the state's assessments in both reading/language arts and mathematics that it has established in order to monitor its Tier I and Tier II schools that received school improvement funds (Baseline data would be helpful as a part of the discussion.) and services that the Tier III schools will receive or the activities the schools will implement.	1. Eighty-five percent of the students enrolled in grades 3-5 will mastery standards of learning objectives in reading with ninety percent accuracy.  2. Eighty- five percent of students enrolled in grades 3-5 will master the standards of leaning objectives in mathematics with ninety percent accuracy
l.	L is different. Ask for Goals it has established in order to hold accountable its Tier III school.	Goal 1. All students enrolled at CCES will maintain proficiency in reading as measured by SOL – 85%, (G3-5), Benchmark (District) – 90% and Stanford 10 Reading (80%) on Grade level (Grades K-5) Goal 2. All students enrolled at CCES will maintain proficiency in mathematics as measured by SOL – 85% (G3-5), Benchmark (District) – 90% and Stanford 10 Mathematics (80%) on Grade level (Grades K-5) Goal 3. All administrators and staff will participate in research-based staff development activities throughout the school year. Goal 4. CCES will use a comprehensive instructional reform model for reading and mathematics in order to promote student growth during the 2010-2011 school year. Goal 5. CCES will implement a positive behavioral support program in order to improve school climate and discipline. Goal 6. CCES will implement alternative governance committee in order to support school improvement planning team.

1a.

<b>3<sup>rd</sup> Grade All Students &amp; AYP Subgroups</b>	<b>3<sup>rd</sup> Grade # of Students Administered Reading Test 2007-2008</b>	<b>3<sup>rd</sup> Grade % Passing Reading/Language Arts 2007-2008</b>	<b>3<sup>rd</sup> Grade # of Students Administered Math Test 2007-2008</b>	<b>3<sup>rd</sup> Grade % Passing Math 2007-2008</b>
All Students	49	69.4	50	84
Female	26	73	26	88
Male	23	65	24	79
Black	30	70	30	76
Hispanic	0	0	0	0
White	11	81	12	100
Students with Disabilities	5	60	6	66
Economically Disadvantaged		54		71
Limited English Proficient	0	0	0	0
American Indian or Alaska Native	8	50	8	87

<b>3<sup>rd</sup> Grade Students # of Collections</b>	<b>VGLA Reading % Passing 2007-2008</b>	<b>3<sup>rd</sup> Grade Students # of Collections</b>	<b>VGLA Math % Passing 2007- 2008</b>
4	100	3	100

<b>4<sup>th</sup> Grade All Students &amp; AYP Subgroups</b>	<b>4<sup>th</sup> Grade # of Students Administered Reading Test 2007-2008</b>	<b>4<sup>th</sup> Grade % Passing Reading/Language Arts 2007-2008</b>	<b>4<sup>th</sup> Grade # of Students Administered Math Test 2007-2008</b>	<b>4<sup>th</sup> Grade % Passing Math 2007-2008</b>
<u>All Students</u>	74	70.3	75	68
Female	24	66	24	70
Male	50	72	51	66
Black	46	71	47	59
Hispanic	2	100	2	100
White	20	60	20	80
Students with Disabilities	7	28	8	62
Economically Disadvantaged		53		67
Limited English Proficient	1	100	1	100
American Indian or Alaska Native	6	83	6	83

<b>4<sup>th</sup> Grade Students # of Collections</b>	<b>VGLA Reading % Passing 2007-2008</b>	<b>4<sup>th</sup> Grade Students # of Collections</b>	<b>VGLA Math % Passing 2007- 2008</b>
6	100	6	100

<b>5<sup>th</sup> Grade All Students &amp; AYP Subgroups</b>	<b>5<sup>th</sup> Grade # of Students Administered Reading Test</b>	<b>5<sup>th</sup> Grade % Passing Reading/Language Arts</b>	<b>5<sup>th</sup> Grade # of Students Administered Math Test</b>	<b>5<sup>th</sup> Grade % Passing Math 2007-2008</b>
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	2007-2008	2007-2008	2007-2008	
<u>All Students</u>	48	83	48	75
Female	24	79	24	70
Male	24	87	24	79
Black	24	70	24	66
Hispanic	0	0	0	0
White	14	92	14	85
Students with Disabilities	7	71	7	57
Economically Disadvantaged		74		58
Limited English Proficient	2	100	2	50
American Indian or Alaska Native	9	100	9	88

<b>5<sup>th</sup> Grade Students # of Collections</b>	<b>VGLA Reading % Passing 2007-2008</b>	<b>5<sup>th</sup> Grade Students # of Collections</b>	<b>VGLA Math % Passing 2007-2008</b>
8	100	8	100

<b>3<sup>rd</sup> Grade All Students &amp; AYP Subgroups</b>	<b>3<sup>rd</sup> Grade # of Students Administered Reading Test 2008-2009</b>	<b>3<sup>rd</sup> Grade % Passing Reading/Language Arts 2008-2009</b>	<b>3<sup>rd</sup> Grade # of Students Administered Math Test 2008-2009</b>	<b>3<sup>rd</sup> Grade % Passing Math 2008-2009</b>
<u>All Students</u>	62	72.6	63	84.1

Female	29	72	29	82
Male	33	72	34	85
Black	45	77	47	85
Hispanic	0	0	0	0
White	15	53	15	80
Students with Disabilities	5	80	6	100
Economically Disadvantaged		76		87
Limited English Proficient	0	0	0	0
American Indian or Alaska Native	2	100	1	100

<b>3<sup>rd</sup> Grade Students # of Collections</b>	<b>VGLA Reading % Passing 2008-2009</b>	<b>3<sup>rd</sup> Grade Students # of Collections</b>	<b>VGLA Math % Passing 2008-2009</b>
3	100	2	100

<b>4<sup>th</sup> Grade All Students &amp; AYP Subgroups</b>	<b>4<sup>th</sup> Grade # of Students Administered Reading Test 2008-2009</b>	<b>4<sup>th</sup> Grade % Passing Reading/Language Arts 2008-2009</b>	<b>4<sup>th</sup> Grade # of Students Administered Math Test 2008-2009</b>	<b>4<sup>th</sup> Grade % Passing Math 2008-2009</b>
<u>All Students</u>	47	70.6	47	78.7
Female	26	73	26	84
Male	21	80	21	71
Black	34	82	34	82
Hispanic	1	0	1	0

White	7	57	7	85
Students with Disabilities	7	28	8	37
Economically Disadvantaged		67		78
Limited English Proficient	0	0	0	0
American Indian or Alaska Native	4	75	4	50

<b>4<sup>th</sup> Grade Students # of Collections</b>	<b>VGLA Reading % Passing 2008-2009</b>		<b>4<sup>th</sup> Grade Students # of Collections</b>	<b>VGLA Math % Passing 2008-2009</b>
3	100		2	100
<b>5<sup>th</sup> Grade All Students &amp; AYP Subgroups</b>	<b>5<sup>th</sup> Grade # of Students Administered Reading Test 2008-2009</b>	<b>5<sup>th</sup> Grade % Passing Reading/Language Arts 2008-2009</b>	<b>5<sup>th</sup> Grade # of Students Administered Math Test 2008-2009</b>	<b>5<sup>th</sup> Grade % Passing Math 2008-2009</b>
<u>All Students</u>	70	90	71	81.7
Female	22	86	22	90
Male	48	91	49	77
Black	53	86	54	85
Hispanic	2	100	2	100
White	11	100	11	63
Students with Disabilities	8	100	9	77
Economically Disadvantaged		93		85

Limited English Proficient	2	100	2	100
American Indian or Alaska Native	4	100	4	75

<b>5<sup>th</sup> Grade Students # of Collections</b>	<b>VGLA Reading % Passing 2008-2009</b>	<b>5<sup>th</sup> Grade Students # of Collections</b>	<b>VGLA Math % Passing 2008- 2009</b>
5	100	4	100

1.b.

<b>Analyzed Student Achievement Data</b>	<b>2007-2008</b>	<b>2008-2009</b>
Grade 3 Reading	69	72
Grade 3 Math	84	84
Grade 4 Reading	70	76
Grade 4 Math	68	78
Grade 5 Reading	83	90
Grade 5 Math	75	81

Data for the 2007-2008 school year and 2008-2009 school year indicate a slight increase in reading, grade 3: 69% to 72%; Grade 4 – 70% to 76% and Grade 5: 75% to 81%. In addition 08-09 data indicate concerns among white males.

In the content area of mathematics, slight increase from 2008 to 2009 in grades four and five. Grade three in math remains constant.

Preliminary scores for 2010 indicate a concern especially in the area of reading-grade three. Mathematics appears to be increasing slightly.

Areas of concern continue in Mathematics and Reading for all students in grades 3-5. District benchmarks indicate a need to continue to focus of grades PK-2 in the content areas of reading and mathematics.

