



Revised 5/12/11

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

Place an "X" by the applicable response.

Original

Revision:

Revision #

Date:

Explain

Amendment:

Amendment #

Date:

Explain

**A. COVER PAGE**

2011-2012 Local Consolidated Application

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

**To be Completed by School Division**

Applicant (Legal Name of Agency) LYNCHBURG CITY PUBLIC SCHOOLS				Division Number 115	Coordinator of Consolidated Application Christy Compton, Coordinator of Grant Programs			
Mailing Address (Street, City or Town, Zip Code) 915 Court. St., P O Box 2497 Lynchburg, VA 24505				Mailing Address if different				
Phone (ext):	(434) 522-3700	138	Fax:	(434) 455-0979	Phone (ext):		Fax:	
E-mail:					<u>comptoncj@lcsedu.net</u>			

**LOCAL EDUCATIONAL AGENCY CERTIFICATION**

**Use of Funds:** The applicant designated above applies for an allocation of federal assistance as appropriated under the *No Child Left Behind Act of 2001 (NCLB)*. 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/consolidated/guidelines.pdf](http://www.doe.virginia.gov/federal_programs/esea/applications/consolidated/guidelines.pdf)

**Assurances:** The local educational agency assures that the programs identified in the application will be administered and implemented in compliance with all applicable statutes, regulations, policies, and program plans under NCLB. **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

on June 21, 2011.

\_\_\_\_\_  
Superintendent's Signature

Dr. Paul McKendrick

\_\_\_\_\_  
Superintendent's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chairperson's Signature

Mary Ann Barker

\_\_\_\_\_  
Board Chairperson's Name

\_\_\_\_\_  
Date

**Application Submission, Approval, and LEA Expenditure of Funds:** In order for the funds to be expendable by July 1, 2011, the electronic application must be received at the Virginia Department of Education by July 1, 2011, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

An award notification is issued by the Virginia Department of Education through OMEGA once an application is fully approved and the allocation is available.

**PROGRAMS INCLUDED IN THE CONSOLIDATED APPLICATION**

<b>2010- 2011 Allocation</b>	<b>2010- 2011 Consolidated Yes or No</b>	<b>ELIGIBLE PROGRAMS</b>			<b>2011- 2012 Consoli- dated Yes or</b>	<b>2011 - 2012 Allocation Total</b>
3,888,701.25	Yes	Title I, Part A, Improving Basic Programs			Yes	3,499,831.12
0.00	0.00	Title I, Part C, Education of Migratory Children: (Provide a. or b. subtotal.)			No	0.00
		a. Division Allocation	Subtotal			
		b. Regional Program - Total of allocations for all divisions in the regional program	Subtotal			
192,142.53	Yes	Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk - Basic			Yes	192,142.53
683,624.56	Yes	Title II, Part A, Teacher Quality			Yes	615,262.10
22,432.16	Yes	Title III, Part A, Limited English Proficient: Total of: a + c; b + c; only a; or only c.			Yes	22,432.16
		a. LEP Subgrant - Not part of a consortium	Subtotal			
		b. LEP Subgrant - Consortium Lead Total of allocations for all divisions in the consortium	Subtotal			
		c. Immigrant and Youth Subgrant -	Subtotal			
0.00	0.00	Title VI, Part B, Subpart 2, Rural and Low-Income School Program			No	0.00
<b>TOTAL</b>						<b>4,329,667.91</b>

**B. LOCAL CONTACT BY PROGRAM AREA****Title I, Part A, Improving Basic Programs**

Name of Contact:	Christy Compton	Title:	Coordinator of Grant Programs
Mailing Address:	915 Court St., /PO Box 2497 Lynchburg, VA 24505		
Phone:	(434) 522-3700	Ext:	138
Fax:	(434) 455-0979	E-mail:	comptoncj@lcsedu.net

**Title I, Part C, Education of Migratory Children**

Name of Contact:	Title:		
Mailing Address:			
Phone:	Ext:	Fax:	E-mail:

**Title I, Part D, Subpart 2, Neglected, Delinquent, or At-Risk**

Name of Contact:	Zoe' Whitcomb-Stokes	Title:	Division Case Manager
Mailing Address:	1517 Jackson St. Lynchburg, VA 24504		
Phone:	(434) 455-6232	Ext:	
Fax:	(434) 455-4140	E-mail:	stokeszq@lcsedu.net

**Title II, Part A, Teacher Quality**

Name of Contact:	Christy Compton	Title:	Coordinator of Grant Programs
Mailing Address:	915 Court St./P.O. Box 2497 Lynchburg, VA 24505		
Phone:	(434) 522-3700	Ext:	138
Fax:	(434) 455-0979	E-mail:	comptoncj@lcsedu.net

**Title III, Part A, Limited English Proficient**

Name of Contact:	Patty Ferington	Title:	Administrative Designee for Special Education
Mailing Address:	915 Court St./P.O. Box 2497 Lynchburg, VA 24505		
Phone:	(434) 522-3700	Ext:	189
Fax:	(434) 522-3774	E-mail:	feringtonpc@lcsedu.net

**Title VI, Part B, Subpart 2, Rural and Low-Income School Program**

Name of Contact:	Title:		
Mailing Address:			
Phone:	Ext:	Fax:	E-mail:

**REVISIONS AND AMENDMENTS**

Place an "X" in the box indicating whether it is a revision or amendment. Provide an explanation for the revision or amendment, including the location of the changes. (i.e. tab name, cell A75, row 103,...)

1.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
2.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
3.	Revision	<input type="checkbox"/>	
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10.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	
11.	Revision	<input type="checkbox"/>	
	Amendment	<input type="checkbox"/>	

In narrative format:

1. Describe the instructional program or program of services to be developed with the requested federal funds.
2. Include the targeted population(s). (Examples are: NCLB subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.).
3. Discuss how the division's program will contribute to the attainment of the NCLB goals. The NCLB goals are listed below.
  - All students will reach high standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics by 2013-2014.
  - All limited English proficient students will become proficient in English and reach high academic standards, at a minimum, attaining proficiency or better in reading/language arts and mathematics.
  - By the end of the 2005-2006 school year, all students will be taught by highly qualified teachers. (If this goal has not been achieved, please address the plan for attainment of this goal.)
  - All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
  - All students will graduate from high school.

The Lynchburg City Schools' (LCS) Consolidated Application reflects a program based on information gathered through a comprehensive needs assessment completed at each school, as well as at the division level. The application is designed around school and division-level goals, including individual school improvement plans and the LCS Strategic Plan. The on-going needs assessments involve an analysis of student performance on SOL tests, curriculum and instructional materials and timelines, and curriculum alignment to SOL objectives. The Superintendent holds individual data analysis sessions with each principal to review this specific school information and develop appropriate goals. Professional development opportunities including Skillful Teacher Training at the school and division level, and are designed in response to needs assessment. Parent and teacher input is an integral part of the process, including annual parent and teacher surveys. Personnel information is analyzed through a review of the Instructional Personnel and Licensure (IPAL) reports as well as a review of the comparability report and school plans.

Lynchburg City Schools must achieve accreditation with equity. Students of all races, abilities, and socio-economic levels must achieve high standards, attaining proficiency or better in reading, language arts, and mathematics. Goals and objectives are focused on improving ALL student achievement while specifically increasing student achievement in the subgroups of economically disadvantaged students, students in major racial/ethnic subgroups, students with disabilities, Limited English Proficient (LEP) students, and homeless students. Title I, Part D focuses on prevention activities, assessment and services to students with court involvement, substance abuse, and mental health issues. Set-aside funds (Title I, Part A) are used to support parental involvement, the LEP and homeless program, N&D programs, salary differentials, and professional development. Reading and math achievement is a division focus. LCS provides afterschool sessions, Saturday sessions, and summer sessions for students needing extra help in math and reading, as well as an accelerated reading and math curriculum for selected students from identified subgroups.

Instructional techniques used by the teachers and assistants are those identified by Mid-Continent Research for Education and Learning as having the highest probability for enhancing student achievement. We support the use of appropriate internet sites, computer software, and math manipulatives to support students' learning styles and provide a hands-on, technology-rich supplemental math. Students who are identified as LEP receive supplemental instruction focusing on English proficiency and meeting academic standards. Title IIIA funds support a supplemental LEP teacher. Instructional initiatives include a continued focus on diversity, working to create high expectation and positive experiences for all students regardless of race, gender, or socio-economic factors. Skillful Teacher Training by In-District Instructors, Professional Learning Communities, effective integration of technology in instruction, High/Scope, and Mandt continue to be division-level initiatives funded by Title IA and IIA. Small class sizes are maintained through the use of Title IA funds.

We continue to enhance and expand the staff development and SOL resources available to teachers, training teachers to integrate technology into curriculum and instruction. The division emphasizes teaching concepts in many different ways to enhance student success. Teachers may use music, art, and movement as part of their daily delivery of instruction. Classrooms are active and interactive and students are exposed to learning in as many ways as it takes for them to understand the information. The elementary reading instructional program is rooted in the University of Virginia's Curry School of Education research in Phonological Awareness Literacy Screening (PALS), as it provides teachers with explicit information about what students know about literacy fundamentals. PALS data is used to drive grouping decisions and for student specific, skill specific remediation. This information gleaned from data analysis allows multi-tiered interventions to be planned for students. Students receive differentiated instruction in the classrooms from their teacher as a primary intervention.

Students not meeting PAI S benchmarks received additional skill specific remediation from the Reading Specialists as well as the Early Intervention Reading Instruction assistants. Students requiring additional support receive one on one tutoring in their areas of weaknesses. Teachers use the PALS website to follow their students' progress, discover instructional strategies and develop ways to improve student achievement in the classroom. Another instructional support strategy comes from Rick and Becky DuFour's extensive research in Professional Learning Communities. Teachers are expected to operate as grade level or content areas teams sharing common planning time and communicating regularly about their collective students. Teachers analyze data from division-level six-week assessments and share key strategies for teaching particular skills. Teachers interpret Virginia Standards of Learning assessment data and are able to use that data as an instructional resource.

The DuFours encourage vertical articulation as well and each grade level spends time communicating about instructional and motivational strategies that work for individual students. Teachers use data driven instructional decisions to help students make the most gains in a short period of time. Teachers in the ESL program meet as a Professional Learning Community to discuss strategies, application of the WIDA Access test information and other issues of common interest.

To support these instructional strategies and move the division forward, Title IA, Title IIA, and ID will be used to continue the professional development program through Research for Better Teaching (RBT) certified In-District Instructors. Through RBT, LCS has created a sustainable, consistent method of professional development that supports effective, research-based instructional practices. Individual schools will continue to use their Title IA funds for professional development based on school goals. Title IA and Title IIA funds provide partial salaries and benefits for the Director of Professional Development and for Instructional Specialists for Reading, Math, Science, and Technology, and the Specialist for Promoting Excellence Through Accelerated Learning (PETAL) program. PETAL trains principals and teachers to identify students with academic potential to achieve at a higher level. PETAL promotes accelerated learning, furthering academic achievement and the narrowing of the achievement gap between specific student populations by encouraging students from under-represented groups to take rigorous, academically demanding classes. Title IIA funds provide stipends for teachers to attend professional development activities, manipulatives and resources to be used in the training, and funds attendance at state and local conferences selected to support the goals and objectives of the division. Title IIA funds will also be used to provide Praxis II, ParaPro, VCLA, and VRA testing and to cover the cost of tuition for teachers in selected courses including advanced placement courses, courses in high need areas, and content classes to create highly qualified staff.

The school division continues to implement a plan for the recruitment and retention of personnel who are highly qualified and who exemplify the highest professional standards, scholarship, and innovative instructional practices. The division is currently meeting our goal of having all students taught by highly qualified personnel. The 21st Century Community Learning Centers (21st CCLC) grant funds awarded to six local schools will also provide professional development funds to support highly qualified personnel for the extended day programs.

Early intervention is also a focus for the division. Targeted students and families participating in 21st CCLC programs can participate in the Families and Schools Together (FAST) program. Title IA funds provide positive opportunities for students to participate in the Project Double Team sports mentoring program, which uses the "Too Good for Drugs" curriculum and club activities to promote healthy lifestyles and reduce substance abuse.

Character education is infused into all instruction. According to a University of South Dakota study, character education can alter attitudes towards violence and cut youth crime, drug abuse, and cheating. Protective factors of increased school involvement, positive alternative activities, and opportunities for mentoring and included in the current comprehensive plan. Parental involvement is encouraged through the participation in FAST and through parental involvement programs and activities implemented at each school. Title I funds also support a semi-annual Parent Academy.

The No Child Left Behind Act and Lynchburg City Schools have the goal and objective to increase attendance and reduce truancy and drop-out rates, while increasing students' academic success and achievement. The U.S. Department of Education indicates that students who have poor academic performance, repeat a grade, are from low socio-economic background, speak English as a second

**C. PROGRAM OVERVIEW (CONTINUED)**

language, become pregnant, or are frequently absent/truant have a higher risk of dropping out and tend to miss more school ([http://www.nycenet.edu/daa/reports/flash\\_report\\_3pdf.](http://www.nycenet.edu/daa/reports/flash_report_3pdf.))

In our goal to have all children graduate, Lynchburg City Schools has implemented the following USED recommended interventions to increase attendance and decrease dropouts: professional development, early childhood education, alternative schooling, instructional technologies, conflict resolution, community collaboration, mentoring/tutoring, learning style/multiple intelligence strategies, support for homeless, and career education/workforce readiness.

Our mission: Lynchburg City Schools, with its Tradition of Excellence, recognizes the uniqueness and worth of all students and will teach each student concepts, knowledge, and skills necessary to be a thinking, productive and responsible citizen.

Adopted by the board on June 2, 1998.

**D. COORDINATION OF SERVICES (2 PAGES)**

Describe the partnerships within the division among the programs in this application and other federal, state, and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application.

The federally funded programs in this application work collaboratively with other federal, state, and local programs awarded to the division (including 21st CCLC grants) to provide coordinated services for targeted populations. Eligible students who reside in residential facilities receive services through the elementary, middle, and high school or alternative education site they attend. Students who have been placed in one or more of the local correctional programs are able to continue their education with LCs through software purchased for alternative education (including A+ Advanced Learning System and Compass software). This academic software is used at the Amelia Pride Center, a secondary alternative education site, and at the middle and high school alternative education sites (including Fort Hill). Therefore, students enrolled in one of the alternative sites experience a reduction in the fragmentation of instruction and the amount of potential time that could be lost in academic transition. This also eliminates duplication, as students can resume academic instruction upon transition from the Lynchburg Juvenile Detention Center to an alternative education site.

In addition to the academic software, there is the Life and Employability Skills Program software at the Amelia Pride Center that allows students to explore information about careers and the education needed to pursue a particular profession. The Pride Center partners with the following businesses/agencies to provide career education and/or mentoring: Boys and Girls Club, Lynchburg College, Jubilee Family Development Center, and the Yoder Recreational Center. Title I, Title II, and Title III coordinate to provide professional development for K-12 teachers in the teaching of mathematics, reading, writing, science, history, technology, cultural competency, and conflict resolution. Title IA, federal, and local funds are also used to support parent resources for the division, which are available to all persons in the community. Parent Center personnel order and distribute educational materials to parents and students and coordinate with the Adult Education Center for job training and placement opportunities for parents. Parent Center personnel also provide early literacy training for students and their families through Gus the Bus and on-site at the elementary schools. Local funds and Title IA funds provide transportation that enables parents to take part in parental involvement activities at the schools. Parent Center materials are located in schools and on Gus the Bus (jointly funded by Title I and the United Way of Central Virginia), therefore allowing parents access to materials. Title IA pays for ConnectEd, a notification system for families. Currently the preschool application process is a joint process between Lynchburg City Schools and Head Start, and allows children to enroll in either a Virginia Pre-School Initiative or Head Start program.

There is a planned transition process from each program to school services. The Smart Beginnings program provides another opportunity for early childhood programs to meet and coordinate expectations, services, and programs, and to provide meaningful support to parents and community. Coordination with local agencies and businesses ensure student support and additional academic and non-academic opportunities. If students are unable to participate in a program due to lack of funding, the Division Case Manager attempts to secure Comprehensive Services Act funds through the Family Assessment Planning Team (FAPT) process. Local probation officers work closely with the Truancy Team, Transition Specialist, and Division Case Manager to coordinate services, refer to community resources, and to make appropriate educational placements. Saturday programs as an alternative to suspensions will continue to be an option for schools to decrease the amount of instructional time lost due to suspensions.



**D. COORDINATION OF SERVICES (CONTINUED)**

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**E. MEASURABLE OBJECTIVES**

1. State up to ten measurable objectives that will guide the development of the program to be funded with the requested NCLB federal funds.
2. Describe the scientifically-based research that supports the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

**Note: School divisions completing Title I, Part C, Education of Migratory Children, should include program specific Measurable Objectives in the narrative as outlined in the Title I, Part C, tab.**

Measurable Objective 1:	Federal program(s) funds planned:	Title IA, Title IIA, and Title III. In collaboration with 21st CCLC funds
In each elementary school, 90% of students will pass the 2011-2012 SOL math tests as measured by the combined accreditation scores for 3rd through 5th grades		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
Analyze six-week assessments for skills and concepts students need to review and master and provide extended sessions; Provide an accelerated curriculum for selected students to increase students working above grade level in math (PETAL); Use appropriate internet sites & software to increase basic math skills; Provide math manipulatives that support students' learning styles and provide a hands-on, technology rich supplemental math program in extended program (training by IT & Math Specialists). Infuse word problems & problem-solving strategies into daily learning (McRel) Provide reinforcement and individual review for students within the classrooms on a rotating basis according to student and teacher needs using supplemental teachers or teacher assistants funded through Title IA; Provide training for appropriate math software (IT & Math Specialists, stipends); Develop and implement activities and lessons that integrate technology and correlate to math SOL; Maintain small class sizes in grades K-5 and provide an hour of uninterrupted math time daily; Provide Skillful Teacher Training using RBT certified In-District Instructors; and Implement Professional Learning Communities		

Measurable Objective 2:	Federal program(s) funds planned:	Title IA, Title IIA, and Title III. In collaboration with 21st CCLC funds
In each elementary school, 91% of students will pass the 2011-2012 SOL reading tests as measured by the combined accreditation scores for 3rd through 5th grades.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
Use available diagnostic tools to assess students' strengths and weaknesses in reading, including SOL, PALS, STAR & AR; Provide 2 hours of instructional time in reading/language arts when scheduling daily activities; Use human resources effectively to deliver supplemental reading instruction (Title I Teachers & TA, EIRI); Provide extended day programs (before school, after-school, and summer) for students in grades PK-5 needing extra support or acceleration (IA and 21st CCLC); Provide parent workshops to help parents work with students at home, at school, and through Gus the Bus; Use Media Specialists/librarian to provide enrichment activities in reading; Provide training in appropriate software to support English instruction (ITS); Develop & implement activities and lessons that integrate technology and correlate to English SOL (Title III teacher); Maintain small class sizes in grades K-5 using supplemental Title IA classroom teachers; Provide Skillful Teacher Training through RBT certified In-District Instructors; Implement effective Professional Learning Communities.		

**E. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 3:	Federal program(s) funds planned:	Title IA, Title IIA, and Title III. In collaboration with 21st CCLC funds
There will be a 10% reduction in failure rates on English and Math SOLS for the 2011-2012 school year for students in identified ethnic/racial subgroups, students with disabilities, economically disadvantaged students and students who are limited English proficient.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<p>Continue training in the area of <b>cultural competency</b>, learning styles theory and techniques, and Skillful Teacher;</p> <p>Provide training on acceleration opportunities in both reading and math for selected minority students (PETAL);</p> <p>Assess students' strengths and weaknesses using available diagnostic tools; Use hands-on materials for instruction;</p> <p>Maintain small class sizes by using Title IA funds for Class Size Reduction Teachers;</p> <p>Analyze six-week assessments and provide before and after-school and summer tutorial sessions based on analysis of performance;</p> <p>Provide workshops for parents as well as professional development opportunities for teachers (stipends);</p> <p>Provide support to parents of students with limited English proficiency using Title I funds;</p> <p>Implement all programs/services/activities for measurable objectives with equity, monitoring progress of identified subgroups;</p> <p>Use Compass Reading, Wilson Reading, and Benchmark leveled libraries for students in Grades K-5;</p> <p>Use Media Specialists/librarian to provide enrichment for students in reading;</p> <p>Provide Skillful Teacher Training using RBT certified In-District Instructors;</p> <p>Truancy Prevention program funded by Title ID, Homeless Education Liaison funded through Title IA;</p> <p>Provide ESL support to teachers and purchase of materials for ESL program through Title IA.</p>		

Measurable Objective 4:	Federal program(s) funds planned:	Title IA, Title ID, and Title III
The school division will strive to maintain an average daily attendance rate of 94% for students in K-12 for the 2011-2012 school year		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<p>Assign students that are having difficulty in regular education classrooms to remediation labs or alternative education placements;</p> <p>Maintain mentoring support programs that consist of daily one-to-one contact between school staff and students; and provide RBT Skillful Teacher training;</p> <p>Provide PETAL Program designed to close the achievement gap between minorities and non-minorities;</p> <p>Employ a Division Case Manager to coordinate needed services/alternative placements for at-risk students (K-12);</p> <p>Utilize a Truancy Team, including a Truancy Officer, Clerical Support, and School Resource Specialists to serve the schools;</p> <p>Maintain a Homeless Education Liaison Program;</p> <p>Provide afterschool and extra hours alternatives for at-risk students;</p> <p>Implement Connect-Ed;</p> <p>Attendance letters sent to parents at designated absence accumulations</p>		

**E. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 5:	Federal program(s) funds planned:	Title ID
<p>The school division will continue to implement the transition program targeting students returning from residential/correctional facilities during the 2011-2012 school year. Fifty percent (50%) of students returning to the school division will have an improved attendance record; make academic progress as evidenced by passing classes; obtain high school credits, as applicable; and show a reduction in behavioral referrals.</p>		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<p>Services and activities to include:</p> <ul style="list-style-type: none"> <li>Employ a part-time Transition Specialist/part-time Guidance Counselor;</li> <li>Provide referrals to students and families for appropriate services;</li> <li>Communicate with facilities, probation officers, and parents, as needed;</li> <li>Offer mentoring services and provide recommendations and referrals for mentoring/tutoring; and</li> <li>Utilize the Truancy Team to intervene early and prevent absences.</li> </ul>

Measurable Objective 6:	Federal program(s) funds planned:	Title ID
<p>Middle school students who are suspended on a short term basis will be given an opportunity of attending Saturday programs to earn extra hours.</p>		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<p>Evaluation methods:</p> <p>Middle school staff and Program Coordinator will monitor the success of students by reviewing discipline records each semester to monitor additional student referrals and suspensions. The Discipline, Crime, and Violence Report may also be reviewed to monitor reduction in middle school short term suspensions.</p>

**E. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 7:	Federal program(s) funds planned:	Title IA and Title III
Fifty percent (50%) of students who are Limited English Proficient (LEP) will move up one level in English proficiency after one year of instruction, and forty percent (40%) of the LEP population will be re-classified as non-LEP after three to five years of instruction in LCS. We will increase the numbers of LEP students scoring at the proficient level with a goal of 90% of students scoring at the proficient level in math and 91% scoring at the proficient level in the reading/language arts in 2011-2012 SOL assessments.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<p>Services and activities:</p> <p>Provide English as a second language to LEP students (K-12) utilizing the access for ELL's curriculum to support instruction for students who have English limited proficiency levels 1, 2, 3, or 4;</p> <p>Provide in-service training for general education teachers who teach LEP students;</p> <p>Translate program information into appropriate languages for families of students enrolled in LCS;</p> <p>Maintain instructional ESL website for faculty members;</p> <p>Continue Culture Night for families and students;</p> <p>Provide summer school acceleration opportunities in both reading and math for selected minority students (PETAL);</p> <p>Assess students' strengths and weaknesses using available diagnostic tools, including six-week assessments;</p> <p>Maintain small class size through Title IA;</p> <p>Provide before school, afterschool and summer tutorial sessions and parent workshops to help parents work with children at home;</p> <p>Provide support to parents of students with LEP.</p>

Measurable Objective 8:	Federal program(s) funds planned:	Title IA & Title IIA
As measured by No Child Left Behind Act of 2001, 100% of all teachers and paraprofessionals of core academic subjects will be highly qualified.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<p>A mentoring program is offered for all new teachers (using local funds). Staff development, including Skillful Teacher Training is offered at each school and at the division level (local funds, Title I, Title IIA, and 21st CCLC funds). Personnel reviews transcripts and works with individual teachers to complete their licensure requirements. Tuition is offered to individuals for AP classes in areas of greatest need, reading classes, and classes required for licensure (Title IIA). Principals adjust schedules so that teachers are not requested to teach out of their area of expertise. Special education teachers have been offered the opportunity to complete appropriate units of instruction to allow them to become highly qualified in all core areas in which they teach. VCLA, VRA, Praxis II and ParaPro testing is paid with Title IIA funds.</p>

**E. MEASURABLE OBJECTIVES (CONTINUED)**

Measurable Objective 9:	Federal program(s) funds planned:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

Measurable Objective 10:	Federal program(s) funds used:	

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:

















**EXPENDITURE ACCOUNTS DESCRIPTIONS**

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.

**OBJECT 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/CONTRACTUAL SERVICES** - Services acquired from outside sources (i.e., private vendors, public authorities or 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.
- Note: Indirect cost cannot be claimed against capital outlay and equipment.*
- 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."
- 7000 PAYMENT TO JOINT OPERATIONS** - *For Annual School Report purposes only. (Not used in application budgets or request for reimbursements)*
- 8000 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.
- 9000 OTHER USES OF FUNDS** - *Debt Service and fund transfers, used with governmental funds only (not used in application budgets or request for reimbursements).*