

E. MEASURABLE OBJECTIVES

1. State up to ten measurable objectives that will guide the development of the program to be funded with the requested ESEA 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 ID, Title IIA, Title IIIA, LEP and 21st CCLC grants.
By the end of the 2013-2014 school year, 100% of Title I schools will be fully accredited in math and compliant with all annual measurable objectives for math in each subgroup and proficiency gap group identified by ESEA based on June 2014 Standards of Learning Assessment.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<ol style="list-style-type: none"> 1. Starting in 2012-2013, all LCS schools were required to develop a comprehensive school improvement plan using Indistar that focus on the identification of students in need of intervention, targeted interventions for these students, and the monitoring of progress of students receiving the targeted interventions. Schools will continue to monitor and update these plans for 2013-2014 2. All schools will utilize a data dashboard (Datacation) to monitor student progress. 3. Teachers will work with division-level coaches to update pacing guides for all SOL tested content areas. 4. Continue Spacial Temporal (ST) Math from MIND Research and First in Math in Title I elementary schools. 5. Provide training on acceleration opportunities in math for selected minority students (PETAL). 6. Continue Give Me 5 parent initiative. 7. Continue training in the area of cultural competency, math tiered interventions, and on acceleration opportunities in math for selected minority students (PETAL); 8. Maintain small class sizes. 		

Measurable Objective 2:	Federal program(s) funds planned:	Title IA, Title ID, Title IIA, Title IIIA, LEP and 21st CCLC grants.
By the end of the 2013-2014 school year, 100% of Title I schools will be fully accredited in reading and compliant with all annual measurable objectives for reading in each subgroup and proficiency gap group identified by ESEA based on June 2014 Standards of Learning Assessment.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:		
<ol style="list-style-type: none"> 1. Starting in 2012-2013, all LCS schools were required to develop a comprehensive school improvement plan using Indistar that focus on the identification of students in need of intervention, targeted interventions for these students, and the monitoring of progress of students receiving the targeted interventions. Schools will continue to monitor and update these plans for 2013-2014. 2. Utilize identified assessments that hold greatest promise to accurately identify students' reading proficiency. 3. Teachers will work with division-level coaches to update pacing guides for all SOL tested content areas. 4. Continue Benchmark Guided Reading, K-5; 5. Utilize PALS Quick Checks to monitor progress of identified students in K-3, maintain documentation for review. 6. Continue Leveled Literacy Intervention as a Tier II strategy for identified K-3 students. 7. Implement scheduling guidelines in all elementary schools that ensure an uninterrupted block of time for reading/language arts. 8. Continue Give Me 5 parent initiative 9. Implement newly adopted Houghton-Mifflin reading program. 		

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 3:	Federal program(s) funds planned:	Title IA, Title ID, Title IIA, Title IIIA, LEP and 21st CCLC grants.
By the end of 2013-2014, decrease total number of students with at least one short term suspension by 5% compared to previous year data. Data will be reported in individual school improvement plans and LCS Comprehensive Plan.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<ol style="list-style-type: none"> 1. Behavior of students will be one of the three core components of each school's Indistar improvement plan. 2. Provide division-wide professional development on Positive Behavioral Support to teachers and support staff to effectively manage, reduce or diffuse inappropriate student behaviors. 3. Require schools to use Positive Behavior Support Teams to support students who demonstrate repeated inappropriate behaviors. 4. Review referral processes, content of referrals and resulting data to ensure the ability to provide effective data analysis of behavior for schools and the division. 4. Input and monitor behavioral data in Datacation. 5. Continue cultural competency training. 6. Maintain community support through the Diversity Council and Key Communicators advisory board

Measurable Objective 4:	Federal program(s) funds planned:	Title IA, Title ID, Title IIA, Title IIIA, LEP and 21st CCLC grants.
By the end of 2013-2014, there will be a 10 percent reduction in the number of students with 7 or more unexcused absences, as compared to previous year data. Data will be reported in individual school improvement plans and LCS Comprehensive Plan.		

Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:
<ol style="list-style-type: none"> 1. Continue/monitor the truancy policy to ensure more timely interventions for truant students. 2. Evaluate the allocation of personnel resources to ensure accurate attendance reporting. 3. Review current practices and procedures relative to tracking student attendance. LCS will hire one full-time Administrative Assistant/Truancy staff member for each elementary school for 2013-2014. 4. Promote parent engagement in support of student attendance, including attendance letters. 5. Maintain mentoring support programs that consist of daily one-to-one contact between school staff and students; 6. Provide PETAL Program designed to close the achievement gap between minorities and non-minorities; 7. Employ a Division Case Manager to coordinate needed services/alternative placements for at-risk students (K-12); 8. Utilize a Truancy Team, including a Truancy Officer, Clerical Support, Student Support Specialists to serve the schools; 9. Maintain a Homeless Education Liaison Program; 10. Provide afterschool and extra hours alternatives for at-risk students;

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 2013-2014 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>		

<p>Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p> <p>Services and activities to include:</p> <ol style="list-style-type: none"> 1. Employ a part-time Transition Specialist/part-time Guidance Counselor; 2. Provide referrals to students and families for appropriate services; 3. Communicate with facilities, probation officers, and parents, as needed; 4. Offer mentoring services and provide recommendations and referrals for mentoring/tutoring; and 5. Utilize the Truancy Team to intervene early and prevent absences.
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Measurable Objective 6:	Federal program(s) funds planned:	Title ID
<p>By the end of 2013-2014, 50% of middle school students who are suspended on a short term basis will attend Second Chance, a Saturday program to impact the loss of instructional hours.</p>		

<p>Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p> <p>Evaluation methods:</p> <ol style="list-style-type: none"> 1. Middle school staff and Program Coordinator will monitor the the participation of students enrolled in Second Chance. 2. Staff will also review discipline records each semester to monitor student progress and/or needs for additional resources or referrals. The Discipline, Crime, and Violence Report may also be reviewed to monitor historical trends and reductions in middle school short term suspensions. 3. Selected middle school based staff will utilize research based curriculum with students participating in the Second Chance program.

E. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:	Federal program(s) funds planned:	Title IIIA, Title IIA
<p>In the spring of 2014, 53 % of the ELLs students taking the Standards of Learning in mathematics or state-approved assessments linked to the Standards of Learning will score at the proficient level and 68% of ELLs will demonstrate progress in acquiring English language proficiency as demonstrated by moving from one English language proficiency level to the next.</p>		

<p>Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p>		
<p>Services and activities:</p> <ol style="list-style-type: none"> 1. Provide English as a second language to ELL students (K-12) utilizing the access for ELL's curriculum to support instruction for students who have English limited proficiency levels 1, 2, 3, 4 or 5; 2. Provide sustained high-quality professional development for ELL teachers; 3. Provide in-service training for division administrators and general education teachers who teach ELL students; 4. Translate program information into appropriate languages for families of students enrolled in LCS- paid for with operating funds; 5. Maintain instructional ESL website for faculty members; 6. Continue Culture Night for families and students 7. Assess students' strengths and weaknesses using available diagnostic tools, including nine-week assessments; 8. Maintain small class size through Title IA and IIA; 9. Provide before school, afterschool and summer tutorial sessions and parent workshops to help parents work with children at home 10. Provide support to parents of ELL students. 11. Implement the "Give Me 5" parent initiative. 		

Measurable Objective 8:	Federal program(s) funds planned:	
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<p>Scientifically-based research services and activities that will be implemented and supported by the requested funds to achieve the objective:</p>		
<p> </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:

G. LOCAL EDUCATIONAL AGENCY BUDGET SUMMARY

AMOUNT BUDGETED

	Title I, Part A		Title I, Part C	Title I, Part D	Title II, Part A		Title III, Part A		Title VI, Part B, Subpart 2
	2,925,129.02	0.00	0.00	137,309.57	538,944.09		15,721.64		0.00
Allocation from Page 2 of the Coordinated Consolidated Info. Tab	Division Title I, Part A Allocation	Transferrability Funds			Budget for Recalculated Private School Set-asides from 2007-2010 (if applicable)	Working budget allocation for 2013-2014	LEP	I/Y	
OBJECT CODE - EXPENDITURE TYPE					50,000.01	488,944.08	15,721.64	0.00	
1000 - Personal Services									
Administration	31,484.83	0.00	0.00	47,175.42		84,998.47	0.00	0.00	0.00
Teachers	1,208,432.93	0.00	0.00			186,103.36	0.00	0.00	0.00
Paraprofessionals	440,054.54	0.00	0.00	8,059.14		0.00	0.00	0.00	0.00
Priority Schools, if applicable	0.00	0.00							
Focus Schools, if applicable	0.00	0.00							
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Parental Involvement	0.00	0.00							
Professional Development						66,147.24			
Value of professional development personnel-related services or stipends on behalf of private schools					0.00	0.00			
Other	313,052.99	0.00	0.00	46,410.95		0.00	0.00	0.00	0.00
Total Personal Services	1,993,025.29	0.00	0.00	101,645.51	0.00	337,249.07	0.00	0.00	0.00
2000 - Employee Benefits									
Fixed Charges (Administrative and Instruction)	642,313.73	0.00	0.00	21,485.42		77,842.34	0.00	0.00	0.00
Fixed Charges (Priority Schools, if applicable)	0.00	0.00							
Fixed Charges (Focus Schools, if applicable)	0.00	0.00							
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Fixed Charges (Parental Involvement)	0.00	0.00							
Fixed Charges (Professional Development)						26,492.40			

Value of professional development personnel-related benefits on behalf of private schools					0.00	0.00			
Total Employee Benefits	642,313.73	0.00	0.00	21,485.42	0.00	104,334.74	0.00	0.00	0.00
3000 - Purchased/Contracted Services									
Supportive Services (Med., Dental)	0.00	0.00	0.00	0.00					0.00
Evaluation Services	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
Priority Schools, if applicable	79,195.73	0.00							
Focus Schools, if applicable	0.00	0.00							
Parental Involvement	0.00	0.00							
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Professional Development	0.00	0.00	0.00	0.00		478.04	5,000.00	0.00	0.00
Teacher Quality	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Tutoring Services	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Private School Set-Aside					0.00	0.00			
Other	0.00	0.00	0.00			0.00	0.00	0.00	0.00
Total Purchased/Contracted Services	79,195.73	0.00	0.00	0.00	0.00	478.04	5,000.00	0.00	0.00
4000 - Internal Services									
Public School Choice Transportation	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Pupil Transportation	48,600.00	0.00	0.00	0.00			0.00	0.00	0.00
Food Services	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
Priority Schools, if applicable	0.00	0.00							
Focus Schools, if applicable	0.00	0.00							
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Professional Development	0.00	0.00				0.00			
Parental Involvement	0.00	0.00							
Other	0.00	0.00	0.00	4,000.00	0.00	0.00	0.00	0.00	0.00
Total Internal Services	48,600.00	0.00	0.00	4,000.00	0.00	0.00	0.00	0.00	0.00
5000 - Other Charges									
Travel (Staff/Administrative)	888.91	0.00	0.00	750.00		7,126.42	0.00	0.00	0.00
Maintenance/Operation of Plant	0.00	0.00	0.00	0.00					0.00
Indirect Cost	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00
Priority Schools, if applicable	0.00	0.00							
Focus Schools, if applicable	1,000.00	0.00							
Other Title I Schools in Improvement, if applicable	0.00	0.00							
Private School Set-Aside					50,000.01	33,572.77			
Professional Development	11,300.00	0.00				784.94			
Parental Involvement	0.00	0.00							
Other	0.00	0.00	0.00	0.00	0.00	5,398.10	0.00	0.00	0.00

Total Other Charges	13,188.91	0.00	0.00	750.00	50,000.01	46,882.23	0.00	0.00	0.00
6000 - Materials and Supplies									
Administrative	750.00	0.00	0.00	4,599.85		0.00	0.00	0.00	0.00
Instructional	114,754.07	0.00	0.00	4,828.79			10,721.64		0.00
Priority Schools, if applicable	0.00	0.00							
Focus Schools, if applicable	0.00	0.00							
Private School Set-Aside					0.00	0.00			
Other Title I Schools in Improvement, if applicable									
Professional Development	0.00	0.00				0.00			
Parental Involvement	29,251.29	0.00							
Other	4,050.00	0.00		0.00					
Total Materials and Supplies	148,805.36	0.00	0.00	9,428.64	0.00	0.00	10,721.64	0.00	0.00
8000 - Capital Outlay									
Equipment for Instruction	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Buildings	0.00	0.00	0.00	0.00					0.00
Remodeling	0.00	0.00	0.00	0.00					0.00
Professional Development	0.00	0.00				0.00			
Parental Involvement	0.00								
All Other Equipment	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Total Capital Outlay	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BUDGET	2,925,129.02	0.00	0.00	137,309.57		538,944.09	15,721.64	0.00	0.00

DOES BUDGET EQUAL ALLOCATION?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
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H. SPECIFIC PROGRAM APPLICATION FORMS

1. Title I, Part A – Improving Basic Programs

a. STUDENT ELIGIBILITY CRITERIA FOR TITLE I TARGETED ASSISTANCE SCHOOLS

Describe the eligibility criteria that will be used to select students for participation in the Title I program in Targeted Assistance schools. Eligible children are children identified by the school as failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the school divisions with input from the schools. Children from preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. [ESEA, Title I, Part A, Section 1115]

All eligible Title I, Part A schools have schoolwide programs.

b. TITLE I, PART A, NEW SCHOOLWIDE SCHOOL PROGRAMS FOR 2013-2014

Plans for any new programs must be submitted in advance of the application. Contact your Title I specialist in the Office of Program Administration and Accountability for due date and additional information.

Name of School(s) Implementing New Schoolwide Programs for 2013–2014: Lynchburg City Schools is not adding any new schoolwide programs for 2013-2014.
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c. STAFF INFORMATION for TITLE I, PART A,

TARGETED ASSISTANCE PROGRAMS

Provide the number of full-time equivalent (FTE) staff funded through Title I, Part A, participating in targeted assistance programs during the 2013-2014 school year by job category. For administrators and supervisors who serve both targeted assistance and schoolwide programs, report the FTE attributable to the targeted assistance duties only. See guidelines for full description of staff categories. *Staffing information in this section must be identical to the information listed on the 35% and Above or Below 35% Low-Income tab (whichever is applicable), in the TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS section in Columns 7-10 for Targeted Assistance Program.*

Staff Category	Staff FTE	Percentage Qualified	Staff FTE funded w/ 2013-2014 Year Funds	Staff FTE funded w/ Prior Year Funds
Teachers				
Paraprofessionals				
Other Paraprofessional (translators, parental involvement, computer assistance)				
Clerical support staff				
Administrators (nonclerical)				

SCHOOLWIDE PROGRAMS

Provide the number of FTE paraprofessionals who served in schoolwide program schools and the percentage of these paraprofessionals who were highly qualified in accordance with Section 1119 (c) and (d) of ESEA. *This number includes ALL paraprofessionals, not only Title I funded paraprofessionals.*

	Paraprofessionals FTE	Percentage Highly Qualified
Paraprofessionals	104.00	100.00

d. Indistar® Requirements

The LEA understands that the use of *Indistar®*, as an improvement planning tool, will be required by all schools not Fully Accredited, designated as priority or focus schools, and any school including Title I identified schools not meeting required proficiency targets, graduation rates, or participation rates.

e. Public School Choice (PSC)

Please note that, although school will no longer be obligated by federal law to provide transportation for public school choice, a student who is already taking advantage of public school choice must be permitted to remain at his or her school of choice until he or she has completed the highest grade in that school because ESEA flexibility does not waive ESEA section 1116(b)(13).

Identify funds that may be used to fund transportation for those students who previously opted for PSC by placing an "X".

- Will utilize Title I, Part A funds
- Will utilize local funds
- Will utilize other funds
- LEA is not required to offer PSC

02 - 04	
02 - 05	
02 - 06	
03 - 04	
03 - 05	
03 - 06	
03 - 07	
03 - 08	
04 - 05	
04 - 06	
04 - 07	
04 - 08	
05 - 06	
05 - 07	
05 - 08	
06 - 06	
06 - 07	
06 - 08	60.6%
06 - 12	
07 - 08	
07 - 09	
07 - 11	
07 - 12	
08 - 08	
08 - 09	
08 - 12	
09 - 10	
09 - 11	
09 - 12	50.8%
10 - 12	
11 - 12	

**h. ALLOWABLE AND REQUIRED SET-ASIDES FOR DIVISIONS OPERATING
TITLE I, PART A, BASIC PROGRAMS**

DIVISION LEVEL: IMPROVEMENT ACTIVITIES (Optional for Divisions with Priority, Focus, or Other Title I Schools in Improvement)	A	B
Up to 20 percent may be set aside for divisions that have Priority, Focus, or other Title I Schools in Improvement. This figure represents the maximum amount that may be set aside out of Title I, Part A, funds.		
Twenty percent of the total allocation representing the maximum allowable set-aside for Priority, Focus, or other Title I Schools in Improvement		585,025.80
Indicate amount of set aside for each category, if applicable:		
Set-Aside for Priority Schools	0.00	
Set-Aside for Focus Schools	80,195.73	
Set-Aside for Other Title I Schools in Improvement	0.00	
Total Amount Set-Aside for Priority, Focus, or Schools in Improvement from Title I, Part A, funds		80,195.73
DIVISION LEVEL: PROGRAM ADMINISTRATION		
(1000) Personal Services - Nonsalary Differential		251,600.20
(1000) Personal Services - Salary Differential		491,883.48
(2000) Employee Benefits (Fixed Charges)		212,126.68
(3000) Purchased/Contracted Services		0.00
(4000) Internal Services		0.00
(5000) Other Charges		888.91
(5000) Other Charges: Public School Choice Transportation, if applicable		0.00
(6000) Materials and Supplies		750.00
(8000) Capital Outlay		0.00
Initiatives		
Teacher Quality (5 percent - Title I, Part A, Section 1119)		0.00
Title I Preschool Program		0.00
Parental Involvement (Required if allocation is \$500,000 or more)		
Amount of school division allocation ESEA funds (from Page 2):	2,925,129.02	
1 percent of allocation (This amount is calculated if school division receives	29,251.29	29,251.29
95 percent of 1 percent must be used at the school level	27,788.73	
5 percent of 1 percent is set aside by the school division for parental involvement initiatives	1,462.56	
Parental Involvement funded by LEA Funds	0.00	
Homeless (as necessary)		51,008.28
Neglected/Delinquent (as necessary)		0.00
School Division Set-Asides TOTAL (Feeds Box A on Allocation to Eligible Schools Page)		1,117,704.57

TITLE I, PART A, ALLOCATION TO ELIGIBLE SCHOOLS

Low-Income Factor
35 percent and Above

<p>A.</p> <p>Division's Title I Allocation : <u>#####</u></p> <p>Minus Set-Asides (if applicable): <u>#####</u></p> <p>Amount for Distribution to Schools: <u>#####</u> (Feeds Box 12)</p> <p>Divisionwide Average From Low-Income Families <u>60.1%</u></p>	<p>B.</p> <p style="text-align: center;">*PER PUPIL EXPENDITURE CALCULATION</p> <p>Step 1:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">1,807,424.45</td> <td style="text-align: center;">,</td> <td style="text-align: right;">2,545.0</td> <td style="text-align: center;">=</td> <td style="text-align: right;">710.19</td> </tr> <tr> <td style="text-align: right;">Amount for Distribution to Schools</td> <td></td> <td style="text-align: right;">Low-Income Pupils in Served Schools</td> <td></td> <td></td> </tr> </table>	1,807,424.45	,	2,545.0	=	710.19	Amount for Distribution to Schools		Low-Income Pupils in Served Schools		
1,807,424.45	,	2,545.0	=	710.19							
Amount for Distribution to Schools		Low-Income Pupils in Served Schools									

C. (1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)
List of schools from highest poverty to lowest	Is School Served? Yes or No	Grade Span of School	Targeted Assistance School? Yes or No	Schoolwide Program School? Yes or No	Priority School? Yes or No	Focus School? Yes or No	Number of Title I, Part A FTE Teachers funded with 2013-2014 funds	Number of Title I, Part A FTE Teachers funded with Prior Year funds	professionals funded with 2013-2014 funds	Number of Title I, Part A FTE Para-professionals funded with Prior Year funds	Number of Low-Income Pupils Served	Percent Low-Income	Minimum School Allocation	Distribution Balance: 1807424.45 from Box A	School Reallocation Amount (Do Not Use if you have schools in School Improvement)	School Allocation Total (Cols. 12 and 13)	Adjusted PPE
TOTALS FOR DIVISION							24.1	0.0	28.0	0.0	#####		1,807,424.45	1,807,424.45	0.00	1,807,424.45	
Balance to Reallocate													0.00				
William M. Bass Elementary	Yes	PK - 05	No	Yes	No	No	2.5	0	3.0	0.0	252	92.0%	178,966.98	1,628,457.47	18,344.34	197,311.32	782.98
Dearington Elementary/Innovation	Yes	PK - 05	No	Yes	No	No	2	0	2.5	0.0	193	87.7%	137,065.98	1,491,391.49	13,983.45	151,049.43	782.64
Perrymont Elementary	Yes	PK - 05	No	Yes	No	No	2.5	0	3.0	0.0	280	76.9%	198,852.20	1,292,539.29	174.17	199,026.37	710.81
Linkhome Elementary	Yes	PK - 05	No	Yes	No	No	3	0	3.0	0.0	322	73.0%	228,680.03	1,063,859.26	-1,201.63	227,478.40	706.45
Robert S. Payne Elementary	Yes	PK - 05	No	Yes	No	Yes	3.6	0	3.0	0.0	361	72.3%	256,377.30	807,481.96	-3,605.93	252,771.37	700.20
T.C. Miller Elementary for Innovation	Yes	KG - 05	No	Yes	No	No	1.5	0	2.5	0.0	161	71.9%	114,340.01	693,141.95	-1,615.89	112,724.12	700.15
Sheffield Elementary	Yes	PK - 05	No	Yes	No	Yes	3.5	0	3.0	0.0	322	67.8%	228,680.03	464,461.92	-3,477.47	225,202.56	699.39
Heritage Elementary	Yes	PK - 05	No	Yes	No	Yes	2.5	0	3.5	0.0	287	67.5%	203,823.50	260,638.42	-6,251.85	197,571.65	688.40
Sandusky Elementary	Yes	PK - 05	No	Yes	No	No	2	0	3.0	0.0	229	57.3%	162,632.69	98,005.73	-5,227.95	157,404.74	687.36
Paul Munro Elementary	Yes	PK - 05	No	Yes	No	Yes	1	0	1.5	0.0	138	47.6%	98,005.73	0.00	-11,121.24	86,884.49	629.60

i. Narrative: Priority and Focus Schools, and Other Title I Schools in Improvement

This section should only be completed if the division has Priority or Focus school(s) identified by the

This section should be completed only if the division has priority or focus schools or other Title I schools in improvement identified by the Virginia Department of Education and will be using a portion or all of the allowable Title I set-aside (up to 20 percent), as identified on the "35% and Above Low-Income" or "Below 35% Low-Income" tab on line 13, to help fund required interventions in these schools. School divisions may use funds from multiple sources to fund the required interventions.

Required interventions for priority schools may be funded with: 1) School Improvement 1003(g) or 1003(a) grants as awarded by the Office of School Improvement; 2) Title I, Part A, funds reserved at the division level; or 3) other local, state, or federal funds.

Priority Schools

For divisions that have schools identified as **priority** schools, Title I, Part A, funds may be **needed to support required interventions. Describe how the designated amount of Title I, Part A, funds set aside will be used to meet these requirements. (See pages 10-12 in the Guidance, Instructions, and Assurances document for the requirements).**

Lynchburg City Schools did not have any Priority Schools for 2012-2013. We do not anticipate having any priority schools for 2013-2014, but we will submit an amendment this fall if we have a school/s identified as a priority school.

Focus Schools

For divisions that have schools identified as focus schools, Title I, Part A, funds may be needed to support interventions as determined by the Office of School Improvement. Describe how the designated amount of Title I, Part A, funds set aside will be used to implement the intervention strategies and supports to improve the achievement of proficiency gap groups and other subgroups not meeting federal AMOs. (See pages 12-16 in the Guidance, Instructions, and Assurances document for the requirements.)

Lynchburg City Schools (LCS) had three schools identified as Focus Schools for 2012-2013: Heritage Elementary School, Robert S. Payne Elementary School, and Paul Munro Elementary School. It is anticipated that these three schools will remain as focus schools for 2013-2014. We do not anticipate having any additional schools in focus schools for 2013-2014. LCS has set-aside approximately 2.74% (\$80,195.73) of the total anticipated allocation for 2013-2014 to implement the school improvement requirements and to implement intervention strategies and supports for the three focus schools. These set-aside funds will complement Title I allocations awarded to these three schools. LCS will continue to work closely with the Office of School Improvement to design and implement interventions designed to improve the academic achievement of subgroups of students not meeting one or more AMO(s).

2013-2014 Focus School Budget:

\$40,000.00 to continue contract with University Instructors (3000)

\$39,195.73 towards intervention strategies to be developed in collaboration with VDOE (3000)

\$ 1,000.00 for required school improvement travel for Director of School Improvement and principals (4000)

Intervention strategies may include expansion of Imagine Learning, My Reading Coach, and other Tier II and Tier III interventions for reading and mathematics shown to be successful with subgroups not meeting federal AMOs. The focus of interventions will be in reading and/or math based on scores from the 2014 Standards of Learning assessment and needs identified in Indistar school improvement plans.

In 2012-2013 LCS required all schools to complete a comprehensive school improvement plan using the Center for Innovation and Improvement Indistar plans. These plans focus on the proper identification of students in need of interventions, the provision of targeted intervention strategies, and monitoring the progress and effectiveness of students receiving the targeted interventions. Key components in these plans included the development of formative assessments (developed by school-based Professional Learning Communities), increased principal participation in instructional practices and observations, and increased professional development to support best instructional practices.

Other Title I Schools in Improvement

For divisions that have schools identified as Title I schools requiring improvement plans (not including priority or focus), Title I, Part A, funds may be needed to support interventions as determined by the Office of School Improvement and the division's and school's improvement planning process. Describe how the designated amount of Title I, Part A, funds set aside will be used to implement the intervention strategies and supports to improve the achievement of proficiency gap groups and other subgroups not meeting federal AMOs.

Lynchburg City Schools (LCS) has not set-aside additional funds for Title I schools required to complete school improvement plans. In 2012-2013 LCS made the decision to require all schools to complete a comprehensive school improvement plan using the Center for Innovation and Improvement' Indistar tool. These plans focused on the proper identification of students in need of interventions, the provision of targeted intervention strategies, and monitoring the progress and effectiveness of students receiving the targeted interventions. Key components in these plans included the development of formative assessments (developed by school-based Professional Learning Communities), increased principal participation in instructional practices and observations, and increased professional development to support best instructional practices.

The interventions that the division will implement to address the needs of underperforming groups include:

- Collaboration with an external VDOE contractor (University Instructors);
- Continuing monthly division-level leadership team meetings with representation from Title I, C&I, Special Education, ELL Staff, and principals from the three focus schools;
- Monitoring and modifying the division level improvement plan as necessary. The plan will be aligned with the needs of each focus school and with the 2012-2014 LCS Comprehensive Plan;
- Continuing quarterly meetings with principals from focus schools;
- At minimum, continue developing intervention strategies for all students who failed an SOL assessment or failed to meet the PALS intervention benchmarks; and
- Completing regular analysis of a variety of data points to make strategic, data-driven decisions.

j. SKIPPED SCHOOL PROVISION

If on the Allocation to Eligible Schools a school was "skipped" that was eligible for Title I under the Eligible Attendance area you selected, provide the name(s) of the school in the box below.

Lynchburg City Schools does not have any skipped schools for 2013-2014.

The criteria for the skipped school provision can be found in the guidelines, instructions, and assurances document on page 19.

Did that school(s) meet the criteria for skipped schools provision?

Place an "X" in the appropriate yes or no box.

Yes

No

If yes, explain how the provision was met in the section below. If no, explain why the school was skipped in the section

k. TITLE I, PART A, HOMELESS CHILDREN AND YOUTH

All school divisions must complete this page.

Local Homeless Education Liaison: Sheila Answorth

Number of homeless children and youth in the school division during the current school year based on the **193** definition in Title X, Part C, Section 725. (*Place mouse cursor over comment in cell A9 for definition.)

1. How does the LEA ensure that staff, homeless families, and the community are aware of the educational rights of students experiencing homelessness, including immediate enrollment and transportation to the school of origin?

The Homeless Education Liaison (HEL) ensures that schools have brochures and posters outlining the educational rights of homeless children and youth at the start of the school year. The HEL presented information to all principals in the spring of 2012 and also visits each school periodically to address any additional questions or concerns they may have regarding the rights of homeless children and youth. She also provides trainings to LCS bus drivers and nurses. Noted posters have been distributed and will be periodically updated for the Daily Bread, area shelters, Salvation Army, Hands Up Lodge, Network for Women in Crisis, Domestic Violence Center, transitional living programs at Miriam's House and Family Living Center, offices of subsidized housing and some of the local motels/hotels. The HEL has monthly to bi-monthly contacts with area shelters and families residing in these shelters. The HES will continue to serve on the regional Homeless Housing Coalition to share information about the local programs.

2. Describe the process used to identify the needs of students experiencing homelessness.

When the HEL receives a referral a Homeless Student Identification Form is completed. This form helps to establish student needs by collecting basic information on a student, such as their name, address, custody, current living arrangements, school of origin, special educational needs, etc. Further discussion notes whether a child needs transportation, school supplies, uniforms, counseling services, medical care, etc. Referrals and assessment information may come from one or more of the following: guidance counselors, teachers, principals, parents, students, concerned citizens, and community-based program staff. Once a child has been noted as homeless, the HEL ensures that the child receives free lunch, school supplies, uniforms, and transportation, as needed. Referrals for additional community services may also be made.

3. Describe how Title I, Part A plans to coordinate services with the homeless education program to meet the identified needs of students experiencing homelessness. Include a description of the services that will be provided with funds reserved under Title I, Part A, Section 1113(c)(3)(A).**

The school division receives funds under the McKinney-Vento Homeless Assistance Improvement Act of 2011 in the amount of \$26,000 with supplemental funding from Title I set-aside in the amount of \$51,008.28. Title I set-aside funds are designated towards the salary and benefits (.90 FTE) for the Homeless Education Liaison (HEL). The school division serves homeless students through this position. The HEL monitors and coordinates educational services for homeless children and youth. The HEL ensures timely enrollment, makes transportation arrangements to the school of origin, identifies homeless students, tracks SOL data, and makes referrals for student/s and families to appropriate community resources. The HEL works directly with the four area shelters and other transitional living programs, as needed to ensure the educational needs are met.

** LEAs that have identified no homeless children and youth are not required to set aside Title I, Part A, funds if the following McKinney-Vento Homeless Education Assistance Improvement Act of 2001 (Title X, Part C) requirements for outreach and identification have been met:

- a. A homeless education liaison has been appointed by the LEA;
- b. Public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under the McKinney-Vento Act, such as schools, family shelters, and soup kitchens;
- c. The liaison collaborates with local service providers such as social services, shelter staff, and other community support services to ensure identification of homeless children and youth; and
- d. The LEA has established a process to identify homeless students in its local student data record system.

Guidance related to the LEA homeless liaison, the definition of homelessness for educational purposes, suggestions for identifying these children and youth, and suggestions for potential services that can be provided through Title I, Part A, funding can be found on the Project HOPE-VA Web site: www.wm.edu/hope or by contacting Project HOPE-VA, Virginia's Education for Homeless Children and Youth Program: phone: 757-221-4002 or e-mail: homlss@wm.edu.

I. TITLE I, PART A, PRESCHOOL PROGRAM (if applicable)

Superintendent's Region: _____

School Year: _____

Number of Participating Students:				N/A
Number of Eligible Students on Waiting List:				
Number of Participating Schools or Centers:				
Number of Teachers:				
Number of Paraprofessionals:				
Average Number of Pupils Per Class/Average Class Size:				
Number of Classrooms:				
Total Preschool Budget (Personnel and Program):				
School Year Title I, Part A, Preschool First Established:	FY			
Length of the Program Day (type X to left of selection):		Half Day		Full Day
Curriculum:	Primary Curriculum			
	Secondary Curriculum (if applicable)			
Test/Evaluation Design:	Primary Test			
	Secondary Test (if applicable)			
Other Preschool Programs with which Title I is collaborating:		Virginia Preschool Initiative		Head Start
		Early Childhood Special Education		
		Others (specify)		
Students Must Be:				
		Age	by	Date

2. Title I, Part C - Education of Migratory Children

a. Title I, Part C, Regional Program Agreement, 2013-2014

The lead school division will be responsible for completing the application and serving as the fiscal agent. One application should be submitted per regional program, and one certification should be submitted by each participating school division to the lead school division.

Lead Regional Program School Division

Name of Lead: N/A	School Division:
School Division:	Number:
Typed Name of Superintendent:	
Signature of Superintendent:	Date:

Type name of contact for Title I, Part C, regional program if different than superintendent :

Title I, Part C, Contact:		
Title:		
Mailing Address:		
City, State, Zip:		
Telephone:	E-mail:	Fax:

LIST OF PARTICIPATING SCHOOL DIVISIONS

The following school divisions have applied to participate in this regional program. A Title I, Part C, participating regional program member certification form is attached for each of the school division members included on this list. The Title I, Part C, subgrant award corresponds to the 2013-2014 allocation.

- Please check to assure that signed copies of participating regional program member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division Number
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
Total	0

b. Program Overview

In narrative format:

1. Describe how the Migrant Education Program (MEP) identifies new and existing migrant students including birth to age 3, ages 3-5, grades K-12, and out-of-school youth. Include the most common qualifying activities and peak seasons for identification and recruitment.
2. Describe the instructional programs or program services to be developed with the requested federal funds based on the results of the division/regional comprehensive needs assessment. Include the process used by the MEP to identify migrant students with the greatest need as priority for services. Include the targeted population(s). (Examples are: ESEA subgroups of students, homeless and migrant students, instructional and administrative staff, paraprofessionals, parents, etc.)
3. Discuss how the division/regional MEP will contribute to the attainment of the ESEA goals below.
 - Supporting student mastery of college-and career- ready reading and mathematics standards, and attainment of proficiency or better on corresponding college-and-career ready reading and mathematics assessments;
 - Meeting annual measurable objective (AMO) targets for reading and mathematics that demonstrate academic growth for all students and subgroups over time, and, for high schools with a graduating class, meeting the federal graduation indicator; and
 - Ensuring that students are taught by highly qualified and effective teachers and providing meaningful professional development and support to promote effective instruction to increase student achievement.
4. Provide a description of the needs assessment that was conducted to support the proposed activities.

c. Coordination of Services

Describe the program services/activities that will be coordinated between the MEP and other federal, state, and local programs. Describe the collaboration of MEP staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in the application.

1. Plans for assisting preschool children in the transition from early childhood programs, such as Title I preschool programs, Head Start, or state-funded preschool programs;
2. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training;
3. Plans for coordinating and integrating federal program funds in the application used in conjunction with other federal, state, and local funds to support services to students, especially students in the targeted subgroups, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program; and
4. Provisions for the arranged transition of students classified as limited English proficient, disabled students, disadvantaged (educationally and economically), migratory students, homeless children and youth, neglected or delinquent youth, and youth who are at-risk of dropping out of school.

d. Measurable Objectives

School divisions completing Title I, Part C, Education of Migratory Children must address the following program specific Measurable Objectives within the narrative in the Coordinated Consolidated Info. Tab in Section E. Measurable Objectives.

- 1) By the end of the 2011-2012 school year and each year thereafter, the percentage of migrant students attaining “Passing” level or above in reading/language arts on the Virginia Standards of Learning will increase.
- 2) By the end of the 2011-2012 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the reading/language arts achievement of their child.
- 3) By the end of the 2011-2012 school year and each year thereafter, 75 percent of staff who work with migrant students will report that participation in professional development in reading/language arts has improved their delivery of reading/language arts content instruction.

- 4) By the end of the 2011-2012 school year and each year thereafter, 35 percent of migrant students participating in summer services will show one proficiency level gain between pre- and post-tests on the reading consortium assessments.
- 5) By the end of the 2011-2012 school year and each year thereafter, the percentage of migrant students attaining "Passing" level or above in mathematics on the Virginia Standards of Learning will increase.
- 6) By the end of the 2011-2012 school year and each year thereafter, 40 percent of migrant parents who participated in parent activities will report an increased ability to support the mathematics achievement of their child.
- 7) By the end of the 2011-2012 school year and each year thereafter, 75 percent of staff who work with migrant students will report that participation in professional development in mathematics has improved their delivery of mathematics content
- 8) By the end of the 2011-2012 school year and each year thereafter, the graduation rate for migrant students will increase.
- 9) By the end of the 2011-2012 school year and each year thereafter, 25 percent of parents of migrant secondary students who participated in parent activities will report an increased ability to support the education and graduation goals of their child.
- 10) By the end of the 2011-2012 school year and each year thereafter, 75 percent of staff who work with migrant secondary students will report that participation in professional development has improved their use of dropout prevention strategies.

e. Program Information

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. Also, provide the estimated number of migrant children **participating** in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Please place an "X" by the statement that best describes your program:		Number of MEP Projects	Estimated Number of Migrant Children Participating in the Projects
Regular school year - school day only			
Regular school year - school day/extended day			
Summer/intersession only			
Year round			

In the table below, provide the headcount and FTE by job classification of the staff funded by the Migrant Program. Detailed definitions can be found in the guidelines, instructions, assurance document. (Page 17)

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers				
Counselors				
All paraprofessionals				
*Qualified paraprofessionals				
Recruiters				
Records transfer staff				
Administrators				

* Includes only the paraprofessionals listed under all paraprofessionals that meet the definition of qualified paraprofessional funded with MEP funds

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

a. PROGRAM INFORMATION

Section 1

Please place an "X" beside the manner in which services are delivered.

x	Division provides services directly to the students.
	Division contracts with residential facility to provide services.
	Other

In order to receive funding to operate the Title I, Part D, Subpart 2, Section 1423 program, please provide information for each of the following requirements that are specified in the federal legislation. If a particular item does not apply, please indicate this with "N/A." The goals and objectives reflected in the application should relate to your program.

1. Program Description	– Describe the program to be assisted.
	<p>Title I, Part D Subpart 2 funds will assist in the continuation of the truancy program (K-12), Second Chance (formerly Alliance Academy) and transitional services. The truancy team continues to implement and enforce a truancy prevention/intervention program in conjunction with the base schools, courts, police department, and probation officers. Title I, Part D funds facilitate part-time clerical support to assist truancy staff in City Attorney Letters to parents, D-Trak, and data collection. The Day Treatment program provided by Central Virginia Community Services, Anderson Counseling Services, Strategic Therapy Associates, and Dominion Day Services, provides alternatives both in and out of the school setting for elementary, middle, and high school students who have received a long-term suspension, are at risk of receiving a long-term suspension, or who need additional support for behavioral concerns. The Saturday Program (formerly Alliance Academy) provides an alternative to short-term suspensions.</p>
2. Formal Agreements	– Describe the formal agreements regarding the program to be assisted between:
	a) the school division, and b) the correctional facilities and alternative school programs serving children and youth involved in the juvenile justice system.
	Not applicable.

3. Coordination between Schools and Facilities – As appropriate, describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

Lynchburg City Schools will comply with requests from the Lynchburg Juvenile Detention Center, statewide residential or correctional facilities for students' academy and/or IEP records to ensure that the student is participating in an appropriate educational program. The facility may call and talk with principals, guidance staff, and teachers to assist the facility in making the correct grade and academic placements within their programs.

4. Students Returning from Correctional Facilities – Describe the program operated by participating schools for children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide these children and youth and other at-risk children and youth.

The transitional program includes the Division Case Manager consulting with the individual students and the parents during the LCS placement meeting. This meeting determines the best educational setting within LCS for students returning from residential/correctional facilities. The Transitional Specialist/Guidance Counselor will meet with students in an individual and/or group setting to discuss and explore services available to them. The Transitional Specialist may use the "Get Real About Violence," "LifeSkills Training," and other video/computer curriculum as deemed appropriate based on students' particular needs and issues. The Transitional Specialist will make referrals to community agencies for additional services, as needed, and work closely with community agencies and probation officers to support the students as they adjust to school and community life.

5. Student Characteristics – Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

All of the LCS programs supported with Title I, Part D funds or otherwise, work with students who may have learning disabilities, substance abuse problems, gang involvement issues, pregnant or parenting situation, limited English proficiency, one year or more behind the expected grade level and/or at-risk due to other individual or environmental factors. The majority of students currently in the alternative program are identified as having one or more of the targeted characteristics.

6. Coordination with Social, Health, and Other Services – As appropriate, describe how the schools and facility will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted re-entry and outreach programs, referrals to community resources and scheduling flexibility.

Program staff are equipped with a Student Resource Manual, maintained by the Division Case Manager, to make referrals, as needed.

7. Business Partnerships – As appropriate, describe any partnerships with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring services for participating students.

Several of LCS' alternative education programs, as well as base schools, have partnership with local businesses and agencies. This allows students to engage in meaningful relationships that may foster skills, awareness about a particular occupation, or help encourage students to pursue a career or interest. Specifically, the Fort Hill Community School (FHCS, which include the former Pride Center), which many transitioning students attend, partners with the following businesses/agencies to provide career education and/or mentoring: Boys and Girls Club, Lynchburg College, Jubilee Family Development Center, and Lynchburg City Public Works.

8. Parent Involvement – As appropriate, describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

The Transitional Specialist, Truancy Team, Day Treatment, and Second Chance program staff will communicate with parents and guardians using a variety of methods including: phone, fax, e-mail, home visits, and/or meetings to assist in prevention, assessment, and referrals for services. Parents are always given a Truancy Team business card with their staff member's name, phone number, and address to facilitate open communication. The Transitional Specialist will also communicate with parents as needed using all of the methods identified above.

9. Coordination with Federal, State, and Local Programs – Describe how this program will be coordinated with other federal, state, and local programs, such as programs under Workforce Investment Act of 1998 (Title I, of PL 105-220), and career and technical education programs serving at-risk children and youth.

A student may be referred to the Department of Rehabilitation Services or other such agencies, as needed. A transition student, upon completion of an alternative education placement or an at-risk student in the transitional setting may enroll in one of the several vocational technology programs provided by LCS.

10. Coordination with Juvenile Justice Programs – Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

Students residing in local residential facilities attend school in the LCS traditional or alternative education classrooms.

11. Work with Probation Officers – As appropriate, describe how the facility will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

The Transitional Specialist, Truancy Team and Second Chance program staff will communicate with probation officers by phone, fax, e-mail, and meetings to assist in prevention, assessment, and referrals for services. The Truancy Staff coordinates with the Court Service Unit, Juvenile and Domestic Relations Court, Community Court, and other court officials for students attending court on truancy and other related charges. Truancy and other program staff coordinate with the aforementioned to attend court and assist, as needed.

12. Individualized Education Program – Describe the efforts of participating schools to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

LCS will comply with requests from the Lynchburg Juvenile Detention Center, state-wide residential or correctional facilities for students' academic needs and/or IEP records to ensure that the student is participating in an appropriate educational program. LCS staff can/will attend IEP meetings at facilities, as requested.

13. Alternative Placements – As appropriate, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program.

The Division Case Manager will consult with the individual students and/or parents during placement meetings to determine the best educational setting within LCS for students returning from residential/correctional facilities who are unable to return to the traditional classrooms. In addition, the placement meetings address educational placements of students who have received a long-term suspension, a community involved reportable offense, and/or students that are having extreme difficulty maintaining in the traditional classroom. All students, after completing the program at the alternative site are encouraged to transition back to the home school with individual support to the students with a weekly/monthly "check-in" to see if there are concerns on the part of the student or school.

Section 2 (a)

Program Narrative for LEA Agreements with Correctional Facilities

(Complete this section for each correctional facility entering into an agreement with a school division.)

Please list the section as "not applicable" or complete the information below.

NOT APPLICABLE

Facility Name:	Contact Person:
Address:	City/Zip Code:
Address:	E-mail:

Indicate type of facility: Residential County Correctional Facility
 Identify students served: Neglected Delinquent

Each correctional facility entering into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, must meet specific requirements. If such agreements have been made, type the response to each area listed below:

<p>1. Individualized Education Program – Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an Individualized Education Program under Part B of the Individuals with Disabilities Act.</p>
<p>2. Notification of Special Education Need – If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.</p>
<p>3. Transition Assistance – Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.</p>

4. Dropout Re-entry, School Completion, Employment – Provide support programs that encourage children and youth who have dropped out of school to re-enter school once their term at the correctional facility has been completed, or gain employment or seek a secondary school diploma or its recognized equivalent.

5. Qualified Staff – Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

6. High Academic Achievement Standards – Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

7. Technology for Coordination – To the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school.

8. Parental Involvement – Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.

--

9. Coordination of Federal, State, and Local Funds – Coordinate funds received under this subpart with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Workforce Investment Act of 1998 (Title I, of PL 105-220), and career and technical education funds.

--

10. Coordination with Juvenile Justice Programs – Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

--

11. Business Partnerships – If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

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Section 2 (b)

Program Narrative for LEA Agreements with Correctional Facilities

(Complete this section for each correctional facility entering into an agreement with a school division.)

Please list the section as “not applicable” or complete the information below.

NOT APPLICABLE

Facility Name:	Contact Person:
Address:	City/Zip Code:
Phone (ext)	E-mail:

Indicate type of facility: Residential County Correctional Facility
 Identify students served: Neglected Delinquent

Each correctional facility entering into an agreement with the school division to provide services to children and youth under Title I, Part D, Subpart 2, Section 1425, must meet specific requirements. If such agreements have been made, type the response to each area listed below:

<p>1. Individualized Education Program – Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an Individualized Education Program under Part B of the Individuals with Disabilities Act.</p>
<p>2. Notification of Special Education Need – If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need.</p>

3. Transition Assistance – Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.

4. Dropout Re-entry, School Completion, Employment – Provide support programs that encourage children and youth who have dropped out of school to re-enter school once their term at the correctional facility has been completed, or gain employment or seek a secondary school diploma or its recognized equivalent.

5. Qualified Staff – Work to ensure that the correctional facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

6. High Academic Achievement Standards – Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

7. Technology for Coordination – To the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school.

--

8. Parental Involvement – Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.

--

9. Coordination of Federal, State, and Local Funds – Coordinate funds received under this subpart with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Workforce Investment Act of 1998 (Title I, of PL 105-220), and career and technical education funds.

--

10. Coordination with Juvenile Justice Programs – Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

--

11. Business Partnerships – If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

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4. Title II, Part A, Teacher Quality**a. HIGHLY QUALIFIED TEACHERS****Part 1****Progress Toward Meeting the Goal of 100 Percent Highly Qualified Teachers and Paraprofessionals**

As required by the ESEA, 100 percent of teachers teaching federal core academic subjects in all schools, and including special education teachers, were required by the end of the 2005-2006 school year to be designated highly qualified. Additionally, 100 percent of paraprofessionals working in an instructional capacity in Title I schools were required to be highly qualified as of June 30, 2006. To ensure that the division has attained or made progress toward these goals, please provide the following information on teacher and paraprofessional quality. These data may be obtained from the most recent verified Instructional Personnel Report (IPAL), which provides division results on the highly qualified status of instructional personnel. These data should also be used to determine needed activities to meet the highly qualified goals.

See Instructional Personnel Report (IPAL), as outlined in Superintendent's Memorandum Number #284-12, October 19, 2012.

Note: All teachers hired for Class Size Reduction must be highly qualified at the time of hire.

Teachers (all schools and all federal core content subjects)

Number of classes taught by Highly Qualified Teachers in core subjects	<u>2,088</u>
Number of classes taught by non-Highly Qualified Teachers in core subjects	<u>4</u>
Total classes within Core Academic Subjects	<u>2,092</u>
Percent of classes taught by Highly Qualified Teachers in core subjects	<u>99.81%</u>

Paraprofessionals (Title I schools only)

For **targeted assistance** schools, only count instructional paraprofessionals working in the Title I classrooms.

For **schoolwide** schools, count all instructional paraprofessionals in the entire school.

Total Highly Qualified Instructional Paraprofessionals	<u>105</u>
Total Instructional Paraprofessionals who are Not Highly Qualified	<u>0</u>
Total Instructional Paraprofessionals	<u>105</u>
Percent of Highly Qualified Paraprofessionals	<u>100.00%</u>

Part 2**EQUITABLE DISTRIBUTION OF HIGHLY QUALIFIED AND EXPERIENCED TEACHERS**

Describe how the division assures that students in high poverty and/or high minority schools are not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than students in other schools. To do this, examine highly qualified teacher (HQT) data and teachers' experience levels at the highest poverty and/or highest minority schools at each grade span and indicate whether these percentages are similar in other schools with lower poverty or minority percentages. Outline strategies used to ensure an equitable distribution.

Schoolwide plans for Title I schools and Indistar school improvement plans for all schools are renewed annual by central office personnel to verify equitable distribution of staff. The schoolwide review team uses the Schoolwide Review Rating Rubric which includes the rating requirement to consider whether "Data included staff qualifications for principals, teachers, paraprofessionals, and other staff." The plans outline professional development activities based on individual school goals and division-level goals outlined in the 2012-2014 Comprehensive Plan.

School Division: LYNCHBURG CITY PUBLIC SCHOOLS

Division Number: 115

b. PRIVATE SCHOOL PARTICIPATION

Each year, the school division must contact all eligible private (nonprofit) schools and engage in meaningful consultation on the availability of equitable services funded by Title II, Part A. (ESEA Section 9501(c)(3) and Title IX, Uniform Provisions, Part E, Subpart 1).

1. Are there private nonprofit schools in your school division's attendance area?

Yes (If yes, complete the remainder of this page.) **No (If no, it is not necessary to complete the rest of this page.)**

2. Place an "X" in the appropriate block(s) to indicate how private schools in the division were notified on the availability of equitable services funded by Title II, Part A. (Copies of the notification must be kept on file for monitoring purposes.)

<input type="checkbox"/> Regular Mail	<input checked="" type="checkbox"/> Certified Mail
<input checked="" type="checkbox"/> Telephone Calls	<input checked="" type="checkbox"/> Meetings
<input checked="" type="checkbox"/> Visits to the Private School	<input type="checkbox"/> Other (Please specify) <input style="width: 300px; height: 15px;" type="text"/>

3. What is the public school division's projected K-12 enrollment for the 2013-2014 school year?

8,170

4. Determining Set-Asides (These fields will calculate automatically once enrollment figures have been entered.)

a. Proposed Professional Development Budget	\$ 127,475.39
b. Previous Eisenhower 2001-2002 funds allocated for professional	\$ 78,002.00
c. Amount of funds allocated for professional development from 2001-2002 Class-Size Reduction funds	0.00
d. Larger amount to use for set-aside calculations	\$ 127,475.39

5. Was the school division required to recalculate private school set-asides for the 2007-2008 through 2010-2011 award years?

Yes **No**

6. If the division was required to recalculate private school set-asides for the 2007-2008 through 2010-2011 award years, complete the following:

a. What is the total value of additional services that was determined during recalculations?	\$ 190,683.54
b. What is the value of additional services that have been provided to date? (from 2011-2012 carryover, if applicable, and additional services set-aside in the 2012-2013 application)	\$ 50,000.01
c. What is the value of additional services that will be provided from the 2013-2014 award? (from Cell L9 on Consolidated Budget Summary tab)	\$ 50,000.01
d. Balance of additional services that must be provided by 2016-2017	\$ 90,683.52

7. Complete the chart below:

- In Column A, list all eligible private schools in the geographic boundaries of the school division.
- In column B, indicate the participation status of the listed private school(s) for the **2013-2014 award year**, as a result of consultation.
- In Column C, indicate whether additional services will be provided to the school as a result of private school recalculations from 2007-2010.
- In column D, enter the K-12 enrollment of private schools participating in services for the **2013-2014 award year**.
- Column E will automatically calculate the value of services for the **2013-2014 award year**.
- **For divisions that needed to recalculate and provide additional services:** In Column F, enter the mutually agreed upon additional value of services for each school from recalculations, as indicated from the template/consultation agreements completed over the summer.
- The estimated total value of services to be provided for each school will calculate in Column G.
- In Column H, indicate the method of notification for each private school.

8. For the 2013-2014 award year, enter the estimated private school set aside (Cell K144) onto the Summary Budget Tab under the “Budget for 2013-2014” column. The amount should be indicated as “Private School Set-Aside” for the appropriate object codes. On the Budget Detail pages, list the amounts in the appropriate object codes in the “Private School Set-Aside for 2013-2014” lines.

Value of services for participating private schools - from 2013-2014 allocation only	Value of additional services to be provided from 2013-2014 funds, if applicable	Total Value of Services to be provided from 2013-2014 funds, (current year + retroactive amount)
\$33,572.77	\$50,000.01	\$83,572.78

A	B	C	D	E	F	G	H
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Private Schools	Participation Status for 2013-2014 award year? (Yes/No)	Is school receiving additional services as a result of recalculation from 2007-2010? (Yes/No)	K-12 Enrollment	Estimated Value of Services from 2013-2014 allocation, per school (calculated field)	Additional Value of Services to be provided per school, based on retroactive calculations (if applicable). Enter amount from consultation agreement	Total Value of Services to be provided from 2013-2014 funds, per school (current year + retroactive amount)	Method of Notification (for non-participating schools only)
Bridges Treatment Center	Yes	Yes	67.0	770.07	5,003.44	5,773.51	
Holy Cross Regional School	Yes	Yes	194.0	2,229.76	14,415.57	16,645.33	
James River Day School	Yes	Yes	254.0	2,919.37	3,674.75	6,594.12	
Liberty Christian Academy	Yes	No	1,741.0	20,010.34	0.00	20,010.34	
New Covenant School	Yes	Yes	378.0	4,344.58	14,963.99	19,308.57	
New Vistas School	Yes	Yes	40.0	459.74	2,804.77	3,264.51	
Rivermont School	Yes	Yes	63.0	724.10	2,838.23	3,562.33	
Virginia Episcopal School	Yes	Yes	184.0	2,114.82	6,299.26	8,414.08	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	
				0.00		0.00	

5. Title III, Part A, Limited English Proficient

Sections 3116 and 3121 of the ESEA require that subgrantees accepting Title III funds submit a local plan that includes the following components:

- A description of how the use of Title III funds is supplemental to the core programs and services for ELLs required under other local, state, and federal laws;
- A description of the instructional programs and services designed to help ELLs make progress in learning English and attain English proficiency, while meeting the state's academic content standards;
- A description of how the funds will be used to meet the Annual Measurable Achievement Objectives (AMAOs) and how schools will be held accountable for meeting the AMAOs;
- A description of how parental and community participation will be promoted; Parental and community participation outreach programs funded by Title III must be Title II specific;
- A description of high quality professional development to be provided for educators of ELLs. Professional development funded by Title III must be of sufficient intensity and duration to have a positive and lasting impact on teacher performance; and
- A description of how the local plan will be evaluated at least once every two (2) years to determine the effectiveness of the programs and services funded by Title III

In narrative format:

Describe how the use of Title III funds is supplemental to the core programs and services and core language programs and services for ELLs as required under other local, state, and federal laws.

Title III funds will be utilized to purchase software that will allow the ESL teachers to track both demographic data and instructional progress of their students. In addition, Title III funds will be used to purchase supplemental curriculum materials, focusing on Reading, particularly for Level 1 & 2 ELLs.

Describe the instructional programs and services designed to help ELLs make progress in learning English and attain English proficiency, while meeting the state's academic content standards.

Students are assessed using the ACCESS for ELL's tests. Results are analyzed by the ELL teacher and level of services is determined based on the analysis. Level 1 and Level 2 students are pulled out of their classrooms either individually or in small groups of instruction in both social and academic language. Level 3-5 students may be served in either a pull-out model or an inclusive model within their general education classroom. This program model depends on the grade level and individual needs of the student. Middle school and high school students receive one class period per day of instruction by an ELL teacher. ELL teachers meet in Professional Learning Community groups on a monthly basis to discuss instructional strategies, application of the WIDA Access test information, and other issues of instructional need or common interest.

Describe how the funds will be used to meet the Annual Measurable Achievement Objectives (AMAOs) and how schools will be held accountable for meeting the AMAOs.

Title III funds will be used to purchase software and other supplemental instructional materials that will focus on continuous academic growth for each and every English Language Learner. This academic growth should result in improved SOL pass rates as well as student growth in their results on the ACCESS test.

Describe how parental and community participation will be promoted. Parental and community participation outreach programs funded by Title III must be Title III specific.

Parents are encouraged to participate in the development and review of their child's annual ELL Service Plan each year. Each school encourages parents of ELL students to participate in teacher/parent conferences and to attend PTA/PTO meetings. In addition, parents are asked to offer artifacts from their native culture to be shared at a division-wide Culture Night, which takes place each spring. Parents are asked to participate in the "Give Me 5" program at all schools, asking every parent of every child to give the following: five minutes or more of daily reading to your child or conversations about school, five hours of volunteer service a year, five days of attendance at school events., five dollars or more to the POT and five classes or more beyond high school. Finally, GED support is offered to parents through the Lynchburg City School's Adult Learning Center and at select schools with 21st Century Community Learning Centers (21st CCLC) grant funds.

Describe the high quality professional development to be provided for educators of ELLs. Professional development funded by Title III must be Title III specific and of sufficient intensity and duration to have a positive and lasting impact on the teacher performance.

We do not anticipate that Title III funds will be used for professional development.

ELL teachers are included in all of the sustainable, integrated professional development opportunities offered by the division, as well as opportunities made available through school-wide programs and 21st CCLC grant programs, as appropriate. Educators of ELL students participate in professional development institutes and classes sponsored or recommended by the Virginia Department of Education, and in professional development activities planned and implemented at the school level in response to individual school improvement plans or individual teacher needs. ELL teachers meet in Professional Learning Community groups on a monthly basis and in addition to instruction issues, they use this time to to share professional development information gleaned from participating in the activities listed above. The Director of Testing recently provided training on using testing accomodations effectively to meet the needs of ELL students.

Describe how the local plan will be evaluated at least once every two (2) years to determine the effectiveness of the programs and services funded by Title III. Include information about a timeline for the evaluation process and list the stakeholders who will be involved in the process.

Results from the ACCESS for ELLs assessment as well as the Standards of Learning test data are reviewed and analyzed annually to determine the effectiveness of the plan. Throughout each school year, results of the division-wide assessment are reviewed in order to monitor, and if necessary, adjust instruction. In 2012-2013 administrators made a decision to require all Lynchburg City Schools to form a school improvement team and to develop (and/or modify) a school improvement plan using the Center for Innovation for Improvements' Indistar model. These plans were reviewed by the division-level school improvement teams on a quarterly basis. In addition, each school also presented their plan to the board.

Immigrant and Youth (IY) Funds under Title III

Purpose of Immigrant and Youth (IY) Funds

Under Section 3115(e) of the ESEA, the purpose of the Title III Immigrant and Youth (IY) funds is to improve student achievement by supporting immigrant students as they adjust to the U.S. school system and to implement programs that provide enhanced instructional opportunities for immigrant students. Immigrant students may or may not be designated as English language learners (ELLs). Immigrant and Youth funds must be expended on programs and services for immigrant students.

Immigrant and Youth Allowable Activities

Please place an "X" next to all that apply.

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth
- Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth
- Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children or youth, including the payment of costs providing classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services
- Other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and
- Activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or to her entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.

Description of Program and Services for Immigrant Students

Describe how the division will use Immigrant and Youth (IY) funds to provide enhanced instructional opportunities **specifically** for immigrant students:

Describe how the division will evaluate the success of the enhanced instructional opportunities targeting immigrant students or their families:

a. TITLE III CONSORTIUM AGREEMENT, 2012-2013

According to Title III, Part A, Section 3114 (b), a state educational agency shall not award an LEP subgrant if the amount of the subgrant is less than \$10,000. However, the law permits school divisions to apply in consortium with one or more other school divisions to reach the \$10,000 threshold. School divisions that meet this criterion and wish to apply for Title III LEP subgrants in a consortium must identify a lead school division. The lead school division will be responsible for completing the application and serving as the fiscal agent. One (1) application should be submitted per consortium. One (1) certification should be submitted by each participating school division **to the lead school division. The Department will consider consortium memberships finalized by October 1. Requests to join or exit a consortium will not be accepted after October 1.**

Lead Consortium School Division

Name of Lead School Division:	School Division Number: 115
Typed Name of Superintendent:	
Signature of Superintendent:	Date:

Type name of contact for Title III consortium if different than superintendent :

Title III Contact:		
Title:		
Mailing Address:		
City, State, Zip:		
Telephone:	E-mail:	Fax:

LIST OF PARTICIPATING SCHOOL DIVISIONS

The following school divisions have applied to participate in this consortium. A Title III participating consortium member Please check to assure that signed copies of participating consortium member certification pages for all member divisions are on file with the lead school division.

Name of School Division	Division	LEP Subgrant Award	Immigrant and Youth Subgrant
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

11.			
12.			
Total	0	0.00	0.00

b. Title III Program Details

Types of Language Program

Indicate the number of language program(s) used by your school division or consortium members. **Do not use X's instead of actual numbers.** If you are the consortium fiscal agent, this information should include all school divisions within the consortium. Some school divisions may have multiple programs. If multiple programs are used, please report each program. For program definitions, please go to the following link:

http://www.ncela.gwu.edu/files/rcd/BE021775/Glossary_of_Terms.pdf

Dual Language	
Two-way immersion	
Transitional bilingual	
Developmental bilingual	
Heritage language	
Sheltered English instruction	
Structured English immersion	
Specially designed academic instruction delivered in English (SDAIE)	
Content-based ESL	
Pull-out ESL	
Other (Explain)	

Professional Development Activities

Indicate the number of professional development activities your school division or consortium members plan to conduct with Title III funds and/or Immigrant and Youth funds. If you are the consortium fiscal agent, this information should include all school divisions within the consortium.

Instructional strategies for ELLs	
Understanding and implementation of assessment of ELLs	
Understanding and implementation ELD standards and academic content standards for ELLs	
Alignment of the curriculum in language instruction educational programs to ELD standards	
Subject matter knowledge for teachers	

Participant Information

Indicate the estimated number of teachers, administrators, and other personnel who will participate in each type of professional development activity by putting the total number of participants in the corresponding box. If you are the consortium fiscal agent, this information should include all school divisions within the consortium.

Professional development provided to content classroom teachers	
Professional development provided to LEP classroom teachers	
Professional development provided to principals	
Professional development provided to other school personnel/nonadministrative	
Professional development provided to community-based organizational personnel	

Activities for Immigrant and Youth

Complete this section only if you are applying for Immigrant and Youth funds. Please indicate which activities will be conducted with Immigrant and Youth funds by placing an "X" in the corresponding box. An "X" may appear in more than one box.

Family Literacy, parent outreach, and training	
Support for personnel, including teacher aids, to provide services for immigrant children and youth	
Provision of tutorials, mentoring, and academic career counseling	
Identification and acquisition of curricular materials, software, and technologies	
Basic instructional services	
Other instructional services, such as programs of instruction to the educational system and civics education	
Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities to assist parents by offering comprehensive community services	

Other activities for the education of immigrant children and youth (please describe below)	

6. TITLE VI, PART B, SUBPART 2, RURAL AND LOW-INCOME SCHOOLS**a. Title VI, Part B, Subpart 2, Use of Funds**

These funds may be used for one or more of the seven categories listed below. Please indicate the areas by placing an "X" in the corresponding box. These categories must align with the measurable objectives indicated in the application and must support the goals of the *Elementary and Secondary Education of Act 1965* (ESEA) listed on page 5.

Please check all categories that apply.

- | | |
|--|--|
| | 1. Recruitment and retention of teachers, including the use of signing bonuses and other financial incentives. |
| | 2. Professional development for teachers, including programs that train teachers to utilize technology to improve teaching and to train teachers of students with special needs. |
| | 3. Parental involvement activities. |
| | 4. Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agencies. |
| | 5. Activities authorized under Title II, Part A, Teacher and Principal Training and Recruiting Funds. |
| | 6. Activities authorized under Title III, Part A, Language Instruction for Limited English Proficient and Immigrant Youth. |
| | 7. Activities authorized under Title I, Part A, Improving Basic Programs Operated by Local Educational Agency as well as activities to support priority and focus schools. |

b. Enhanced Student Achievement or Division Improvement Activities Being Implemented With Title VI, Part B, Subpart 2, Funds

Describe how funds under this subpart will be used in conjunction with other federal funds in order to enhance student achievement or how they will be used for division improvement and/or school improvement as stated in Section 1116, Title I, Part A.