



**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

Title II, Part A, Supporting Effective Instruction

Due by July 1, 2018

2018-2019 Individual Program Application

*Elementary and Secondary Education Act of 1965 (ESEA), as amended by
the Every Student Succeeds Act of 2015 (ESSA). P.L. 114-95*

To be Completed by School Division

Applicant (Legal Name of Agency) ALEXANDRIA CITY PUBLIC SCHOOLS	Division Number	Title II, Part A, Coordinator Debra E. Lane		
Mailing Address (Street, City or Town, Zip Code) 1340 Braddock Place, Alexandria, 22314	Phone:	703-619-8020	Ext:	
	Email:	debra.lane@acps.k12.va.us		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-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.

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

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

on 06/21/18

Superintendent's Signature
Lois F. Berlin

Board Chairperson's Signature
Ramee A. Gentry

Superintendent's Name
06/21/18

Board Chairperson's Name
06/21/18

Date

Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 1, 2018. Revisions and Amendments should be submitted in a timely manner. Please note, in order for the funds to be expendable by July 1, 2018, the electronic application must be received at the Virginia Department of Education by July 1, 2018, 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.

APPLICATION INFORMATION

2017 - 2018 Allocation	2017-2018 Consolidated Yes or No	ELIGIBLE PROGRAM	2018 - 2019 Allocation Total
427,702.93	No	Title II, Part A, Supporting Effective Instruction	427,702.93
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	427,702.93

TRANSFERABILITY

Section 5103(b)(2) of the Every Student Succeeds Act allows LEAs to transfer funds between certain qualifying federal programs. If funds are transferred into or out of the Title II, Part A, program, **PRIOR APPROVAL IS REQUIRED**, and a separate Transferability approval form must be submitted. The transfer request form is available at

http://www.doe.virginia.gov/federal_programs/esea/forms/lea_funds_transfer_request.docx.

1) If funds are to be transferred INTO Title II, Part A, complete Section A.

A. Program from which funds will be transferred		Select program(s) TO which funds will be transferred:	Amount
Title IV, Part A	TO	Title II, Part A, Supporting Effective Instruction	

2) If funds are to be transferred OUT of Title II, Part A, complete Section B below.

B. Program from which funds will be transferred:		Select program(s) TO which funds will be transferred:	Amount
Title II, Part A	TO	Title I, Part A	
		Title I, Part C	
		Title I, Part D	
		Title III, Part A	
		Title IV, Part A	
		Title V, Part B	
		Total	0.00

REVISIONS AND AMENDMENTS

Place an "X" in the first box indicating whether it is a revision or amendment. Enter the date of the revision or amendment. Indicate the tab(s) that have been changed. Provide a concise description of changes (for example, "Programmatic Changes--purchase of additional reading materials, object code 6000; Budget Changes--decreased travel budget in object code 5000 and increased materials to purchase additional reading materials in object code 6000"). When completing an amendment, changes to the program overview may be reflected as additions at the end of the narrative.

NOTE: Any changes to the program budget should first be reflected in an amended application, followed by a budget transfer within 7 business days of approval of the amended application. Budget transfers will not be accepted without an approved amended application reflecting budget changes.

1.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
2.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
3.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
4.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
5.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
6.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
7.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
8.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	
9.	Revision	<input type="checkbox"/>	Date:	<input type="text"/>
	Amendment	<input type="checkbox"/>	Date:	

B. PROGRAM OVERVIEW (3 PAGES)**In narrative format:**

Describe, as applicable, how the instructional program or program of services will align with Virginia's accountability plan and support student achievement, including descriptions of the following:

- how the activities are aligned to challenging State academic standards;
- the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
- how the division ensures that students are taught by qualified and effective teachers meeting Virginia licensing and professional teaching requirements.
- how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).
- how the local educational agency will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds.

Describe the consultation process used in development of the program, including a description of the stakeholders involved in the process.

Describe the targeted population(s). (Examples are: instructional and administrative staff, principals, paraprofessionals, etc.)

Explain how the instructional program or program of services supplements, not supplants, the core instructional program or services.

Alexandria City Public Schools (ACPS) Mission is that "Every Student succeeds: Educating lifelong learners and inspiring civic responsibility." The ACPS 2020 Strategic Plan outlines six goals to strategize attaining educational excellence and high achievement for all using the Plan, Do, Study, Act cycle on continuous improvement. The six goals are: (1.) Academic Excellence and Educational Equity: Every student will be academically successful and prepared for life, work, and college. (2.) Family and Community Engagement: ACPS will partner with families and the community in the education of Alexandria's youth. (3.) An Exemplary Staff: ACPS will recruit, develop, support, and retain a staff that meets the need of every student. (4.) Facilities and the Learning Environment: ACPS will provide optimal and equitable learning environments. (5.) Health and Wellness: ACPS will promote efforts to enable students to be healthy and ready to learn. (6.) Effective and Efficient Operations: ACPS will be efficient, effective, and transparent in their business transactions.

Key Performance Indicator (KPI): The Department of Curriculum and Instruction is responsible for ACPS 2020 Goal 1: Academic Excellence and Educational Equity. Our vision is to ensure every ACPS student is prepared and equipped for success in college, work, and life in a global society. We accomplish this by using a curriculum that challenges, engages, and allows every student to experience a rigorous, relevant, and engaging learning environment that responds to his or her interests and challenges. We also provide an inclusive organizational culture in which every student develops habits and attitudes that reflect the principles of cultural inclusiveness, civic responsibility, and ethical and respectful behavior.

The Top 10 Priorities for Curriculum and Instruction are: (1) Analyze student achievement data to identify and implement instructional interventions to address identified "gap" areas, including interventions for rigor, engagement, and acceleration. (2) Develop a division-wide Teaching and Learning Framework to reinforce the division's process for data analysis (plan-teach-assess-adjust). (3) Implement the new Canvas learning management system and expansion of the ACPS Lesson Exchange Program. (4) Support teachers and administrators in implementing the Multi-Tiered System of Support (MTSS). (5) Align professional learning offerings with School Education Plans (SEPs). (6) Implement strategies and best practices related to systemic coaching. (7) Monitor instruction by conducting "look-fors" to provide non-evaluative coaching and feedback to teachers and administrators. (8) Continue to expand the implementation of Professional Learning Communities. (9) Integrate reading and writing in the content areas to support student literacy and overall achievement. (10) Use a project management approach to address problems of practice.

B. PROGRAM OVERVIEW (CONTINUED)

In the 2018-2019 school year, ACPS will continue to implement its rigorous and research-based curriculum which is designed to prepare students for a 21st Century global economy. The division offers professional learning opportunities for all instructional staff (including principals, assistant principals, teachers, specialists, and paraprofessionals) that support the curriculum, honor best practices in instruction, and help develop positive relationships. ACPS implements a Multi-Tiered System of Support (MTSS) to ensure each student has equitable access to the curriculum and participates in an engaging learning environment. ACPS teachers regularly assess and respond to the needs and abilities of individual students through formative assessment, instructional modifications, adaptations, and behavioral support. Through the leadership of ACPS there will continue to be a focus on increasing the underrepresented students in Talented and Gifted (TAG) and Honors and Advanced Placement (AP) courses, decreasing suspension rates, and preventing over identification of racial and/or other minorities for remediation.

In 2017-2018, ACPS placed an emphasis on Professional Learning Communities (PLCs) and Coaching Academies by hiring experts from Learning Forward. ACPS plans to begin a 3rd Coaching Academy for 50 Specialists, Course Leads, and Administrators in Fall 2018. At this time we have 100 employees who participated in the Coaching Academy and we have received 92% positive feedback surveys on the affect Coaching has had on professional feedback. The PLC professional learning has worked towards a stronger sense of using the Plan, Do, Study, Act cycle, as well as improving the skills and knowledge of educators through professional teaching and leadership. In 2018-2019, ACPS PLC work will help educators use data to determine student and educator learning needs; identify shared learning goals for student and educator learning; adapt professional learning to extend educators' knowledge of content, content-specific pedagogy, how students learn, and management of classroom environments; and share use of evidence to monitor and refine implementation then evaluate results. (Learning Forward. (2011). Standards for Professional Learning. Oxford, OH: Joellen Killion)

The ACPS 2020 Strategic Plan sets annual goals to identify more students for their gifted program who may come from traditionally underrepresented populations, thus reducing disproportionality across groups. These students are found in all classes with all teachers across all socio-economic and cultural groups. In order to increase awareness of the characteristics of these students and enhance the skill set of all of our teachers, training in gifted instructional strategies is a priority for the division. Research has shown that all students benefit from these engaging strategies, which include enhanced rigor, higher level questioning, student choice, and extensive student discourse. This results in an inclusive environment for students who may not yet be receiving instruction directly from a teacher trained to work with the gifted. In addition, this lays a strong foundation for our secondary Honors teachers who are required to be trained in gifted pedagogy or the equivalent state gifted endorsement. Based on feedback from our 2017 TAG audit, we plan to develop a 2018-2020 professional development plan to enhance instructional strategies across all classrooms in ACPS.

ACPS has also adapted new changes in the Literacy Framework and began expecting a comprehensive literacy approach to grades PreK to 5 and incorporating oral language and writing across the curriculum. As noted by the Virginia standards and best practices, literacy needs to be integrated in all subjects. The ACPS literacy specialists have been working with Columbia University's Teachers College on best practices in Reading and Writing Workshop. The Workshop model is comprised of three components that work together for all teachers to teach children skills, strategies, and behaviors that will help them grow as readers and writers. The structure supports children's development because it incorporates both demonstration, guided practice, and individual practice. Most important to the professional development for teachers is that it builds community and teaches teachers to build a sense of community in their classrooms.

ACPS will continue to maintain the process of progress monitoring in order to acquire the strengths of our teaching and learning, as well as our areas we need to grow and improve. ACPS uses multiple data points to provide targets towards continuous improvement, specifically the Division uses: Scholastic Reading Inventory (SRI), Think Through Math, Standards of Learning (SOL) tests, WIDA scores, PALS, curriculum benchmarks and Transfer Tasks, as well as locally developed alternative assessments. ACPS serves a culturally diverse student population. Student subgroups and their percentages of enrollment include: Asian (5.10%), Black (27.46%), Hispanic (36.52%), White (27.78%), Multi-Racial (2.75%). There are 118 countries represented in our student population and 120 languages spoken in our schools. ACPS has 63.20% of their students on free lunch. In addition, there are 30.60% of students receiving EL (English Learner) services, 11.03% of students receiving Talented and Gifted services, and 10.55% of students are receiving Special Education services.

Currently 77% of ACPS teachers hold advanced degrees and the Division continues to maintain a practice of hiring only fully certified teachers or teachers who can be fully certified within their first year of employment. To address the need of hiring more qualified teachers, ACPS plans to use Title II, Part A funding towards building teacher content knowledge and capacity. By providing professional experiences to enable teachers to motivate students through active engagement in their classes. Currently ACPS has a "Grow a Teacher" program with the University of Virginia. Currently we have six ACPS employees in the program and plan to begin a new cohort in January 2019. The four goals of this initiative is to: (1) create a pipeline of diverse teachers; (2) improve teacher retention in high needs areas; (3) recruit hard-to-staff schools and positions, especially in the areas of EL, Special Education, Math, and Sciences, and (4) increase cultural competence and community connections of teachers within ACPS.

B. PROGRAM OVERVIEW (CONTINUED)

ACPS plans to use Title II, Part A funds to address ongoing instructional issues in the areas of instructional capacity and building teachers' knowledge and pedagogy. By providing professional learning experiences for teachers and paraprofessionals, this will help student engagement and motivation. ACPS is currently working with University of Virginia on this innovative teacher pipeline. The cohort participates in two intensive summer sessions (9 credits each) and 3-4 credit sessions each Fall and Spring semester for a two-year course completion. The licensure requirements would be complete at the end of the 3rd year with either a year of teaching experience on a provisional license or with the completion of student and teaching requirements at the end of the fall semester.

ACPS has added a new STEM focused elementary school named Ferdinand T. Day School. The STEM program is designed to deliver a 21st Century curriculum that is structured around project based learning. This program prepares students to compete in the global market by utilizing instructional strategies and student supports that recognize the challenges.

C. 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.

ACPS collaborates across the school division and with multiple agencies and organizations across the City of Alexandria to support Every Student Succeeds Act (ESSA)-funded activities. In order to access the Title II, Part A funds, ACPS plans to develop teachers' capacities to recognize and respond to the learning differences among our students. ESSA-funded professional development will sharpen teachers' skills to create more engaging, challenging instruction in an effort to reduce the rates at which many students internalize beliefs that they cannot meet high expectations. The Division will utilize Title II, Part A funds to transform instructional practices in a collaborative and collegial environment that features regularly scheduled data-driven discussions about the needs of individual students, multiple modes of student engagement, and commitment to teaching and learning. ACPS will also use funds to create a structure in which principals will work together to solve common problems and improve their own practices as they pursue continuous improvement of instruction and increased student learning.

ACPS continues to monitor and assess students' progress toward meeting graduation requirements. Of particular note, the T.C. Williams High School Satellite Campus continues to deliver a 21st Century curriculum through flexible scheduling and student centered support systems. Features of the satellite program include the following: (1) a minimum of a 20-hour (in seat) course load weekly, (2) individualized instruction plans from certified, highly-qualified teachers, (3) streamlined program targeted toward earning a high school diploma, (4) self-paced online courses that prepre students for college and post-secondary learning opportunities, (5) attentive in-person support from certified school counselors, and (6) career preparation counseling. Students remain enrolled in T.C. Williams High School and have access to all extracurricular activities and CTE courses offered on the Main Campus.

Our divisional staff also coordinate program plans with local public and non-profit organization representatives. Division personnel work with Head Start, the Division's eleven VPI preschool programs, and privately operated child care centers to share strategies teachers and parents employ in order to ensure young children are prepared for school. In addition, ACPS Specialized Instruction staff share their expertise with community-based instructional staff to ensure that children with developmental delays who attend school and/or reside in the City of Alexandria receive high quality services that prepare them for success in inclusive kindergarten classrooms. Division staff are currently working with community leaders and organizations to ensure that all four-year-old children have a prekindergarten experience and all three-year-old children and their parents have a play group experience.

The investment of local resources is done in coordination with, and in support of, ESSA-funded activities. Some examples include local funding for EL staffing, specialized reading and EL teachers in the middle schools, expanded instructional and professional learning time, maintenance of small K-5 class sizes, and salary payments to teachers for additional hours of professional learning and collaborative planning. ACPS provides local operating funds to elementary principals for additional resources, personnel, and instructional materials to increase the achievement levels of all students, to offer the Primary Years Program, and offer exemplary STEM programs. Local funding for community schools is another way in which ACPS coordinates services for students among the Division, government agencies, and community based organizations.

ACPS is proud of its Family and Community Engagement (FACE) Center, which assists parents and their children in reaching their full potential as learners. The FACE center offers multiple opportunities to integrate relevant after-school activities for students with workshops and resources for parents and community members in an effort to increase student learning. The FACE Center is a central place where families and community members can go to obtain information about and support with educational and other issues that often influence students' education. Research indicates that engagement in schools not only helps improve students' academic outcomes but also positively impacts students' behavior, attendance, graduation rates, and college/post-secondary enrollment rates.

C. COORDINATION OF SERVICES (CONTINUED)

ACPS coordinates with multiple community organizations to provide both daytime and evening English classes to non-English speaking residents throughout the year at the Presidential Greens apartment complex, William Ramsay Recreation Center, Brent Place apartment homes, Alexandria Redevelopment and Housing Authority (ARHA) Family Center, Field of Alexandria apartment homes, Community Lodgings Family Resource Center, ACPS Adult Learning Center, and three ACPS schools.

ACPS also coordinates services with the Campagna Center in Alexandria. The Campagna Center houses Head Start, Early Start, before and after school, the Campagna Early Learning Center, and Building Better Futures (BBF). Funded primarily by a grant from the City's Youth Fund, the Tудо Foundation, and a 21st Century Learning Grant; BBF has positively impacted over 200 T.C. Williams High School students who are immigrants and EL's, as shown by increased graduation rates. Campagna Center provides ongoing services and support to immigrant parents as they learn to navigate the school system, communicate with school officials on behalf of their children, and improve their own English proficiency and literacy skills.

ACPS supports a generous tuition assistance reimbursement program to certified staff who complete graduate-level courses related to the content and/or instruction of mathematics, literacy, Students With Disabilities (SWD), and /or EL. ACPS partners with several universities, such as the University of Virginia, that offer employees a discounted tuition rate without regard to residency. The Division is currently working with George Mason University to provide ongoing training and professional development with science teachers at the elementary and secondary levels.

ACPS will continue to work with a variety of vendors to support professional learning. The Division has worked extensively with Columbia University's Teachers College Reading and Writing Project (TCRWP) to provide both on and off-site workshops for teacher leaders. As such, these teacher leaders provide turnaround training and instructional coaching to ACPS teachers and paraprofessionals.

ACPS adopted Think Through Math, a supplemental mathematics program that supports students in grades 3-12. The program provides rigorous adaptive instruction, integrated progress monitoring, live teacher support, and school-home connection. The system is designed to build students' conceptual understanding, flexible strategic thinking, and problem-solving perseverance for students. Additional secondary math teachers have been learning and refining their skills using this new math curriculum.

Finally, ACPS takes advantage of a wide range of community organizations that offer mentoring, tutoring, part-time employment, counseling, internships, family services, health care services, and other ways to support ACPS students. Some of these partners include: Greater D.C. Cares, Tenants and Workers United, Alfred Street Baptist Church, Arlington Chapter of the Links, Alexandria Tutoring Consortium, Alexandria's Bookshelf, and the Alexandria Seaport Foundation. Other organizations whose volunteers and staff members provide direct services to support ACPS students include the Alexandria Police Department, Alexandria Fire Department, and the City of Alexandria's Parks and Recreation Department, Department of Health and Human Services, and Housing Opportunities Commission. ACPS Curriculum and Instruction maintains a solid relationship with the Alexandria Library to support students' information literacy and digital citizenship skills while fostering a love for reading.

D. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
2. Describe the evidence-based research that support 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: Measurable objectives should be aimed at supporting the mastery of K-12 college- and career-ready standards, proficiency on corresponding state assessments, teacher quality, parental involvement, and other allowable objectives as defined under ESEA program areas and identified through local needs assessment and stakeholder consultations.

Measurable Objective 1:

As indicated in the ACPS 2020 Scorecard (progress monitoring tool for ACPS 2020 Strategic Plan), ACPS will recruit, develop, support, and retain a staff that meets the needs of every student. In 2015-2016, the ACPS scorecard reflected the professional development effectiveness score in the areas of Staff Recruitment and Retention, Collaborative Instructional Achievement, and Individual Professional Development Opportunities at 76. By 2020 ACPS would like to move the effectiveness score to 90. By using the TELL survey, ACPS plans to closely monitor this overall goal which has 11 Key Performance Indicators within the goal.

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

A growing share of teachers are entering the profession before having completed, or sometimes even begun, their training. (C. Redding and T. M. Smith, "Easy In, Easy Out: Are Alternatively Certified Teachers Turning Over at Increased Rates?," American Educational Research Journal [2016]) Financial assistance for preparation can make a substantial difference. ACPS, in partnership with local institutions of higher education, has developed teacher residencies by investing a portion of the funds they receive under Title II of ESSA, partnering closely with local institutions of higher education to support the development of these programs. In addition, ACPS has built training and hiring pipelines by developing "Grow Your Own" programs and residencies, while developing systems to monitor and address teacher turnover. ACPS Teacher residencies are being explored with district-university partnerships that will recruit talented candidates to work as paid apprentices to expert teachers in high-need fields while candidates simultaneously complete their credentials and commit to teach for several years.

Measurable Objective 2:

As indicated in the ACPS 2020 Scorecard (progress monitoring tool for ACPS 2020 Strategic Plan), ACPS first year teachers report they received the support needed to be effective, based on the TELL survey (3.31). In 2015-2016, the ACPS scorecard reflected the professional development effectiveness score in the areas of first year teacher support at an effectiveness level of 74. By 2020 ACPS would like to move the effectiveness score to 90. By using the TELL survey results ACPS plans to monitor this goal through the mentoring program on a quarterly basis.

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

ACPS provides support for novice teachers so they can increase their retention, accelerate their professional growth, and improve student learning. (Atteberry, Loeb, Wyckoff, "Do First Impressions Matter? Improvement in Early Career Teacher Effectiveness," [Cambridge, MA: National Bureau of Economic Research, 2013]) The most effective induction programs include mentoring, coaching, and feedback from experienced teachers in the same subject area or grade level as the novice teacher; opportunity for novice teachers to observe expert teachers; orientation sessions and seminars for novice teachers; use of virtual sessions (Mursion) and reduced workloads/modeling for novice teachers. (Ingersoll, Strong, "The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research," Review of Educational Research 81, no. 2 [2011]: 201-233) Teachers receiving this set of support have been found to stay in teaching at rates more than twice those of teachers who lack the supports. (T. M. Smith, "Do Teacher Induction and Mentoring Matter?," NAASP Bulletin 88, no. 638 [2004]: 38-40)

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 3:**

By June 30, 2020, all ACPS schools will meet or exceed the Annual Performance Target, as indicated on the ACPS 2020 Scorecard (progress monitoring tool for ACPS 2020 Strategic Plan) for Objective 1.1 Educational Excellence - ACPS will regularly assess and respond to the needs, interests, and abilities of individual students. In particular, math and literacy scores across the District will increase by 5% with deeper engagement in Professional Learning Communities, Coaching feedback, and an increase in educational cohorts.

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

ACPS plans to use a myriad of interventions to support schools from the use of the following experts in the field: Professional Learning Communities (PLCs), Coaching, Region IV Math Leadership Cohorts and Literacy Certification Cohorts, and Instructional Rounds. These concepts will provide observation, assessment and feedback, as well as improvement in teaching and learning. The PLC teams will be working specifically on data driven instruction this year. The Coaching Academies will train an additional 100 employees on feedback, agreements, adult learning, and professional learning design. Math and Literacy Cohorts are designed to teach deeper concepts and content for teachers. Instructional Rounds will teach us to focus on instructional core and accountability. Additionally, ACPS will work to develop the skills and talents of paraprofessionals and other key stakeholders to give input on these systems throughout the school year through advisory teams. (E. City, R. Elmore, S. Fiarman, L. Teitel, "Instructional Rounds in Education," 2011) Visits to other school districts will also support Improvement Science on Best Practices in educational systems. (Bryk, Gomez, Grunow, LeMahieu, "Learning to Improve," 2016)

Measurable Objective 4:

By June 30, 2019, the Division will meet or exceed its Annual Performance Target, as indicated on the ACPS 2020 Scorecard (progress monitoring for ACPS 2020 Strategic Plan), for achievement of Students With Disabilities (SWD) and English Learner (EL) on Standards of Learning assessments. The target rates in 2018-2019, EL students for percentages to pass in math are 69% and 65% in reading. The target rates for 2018-2019, SWD students for percentages to pass in math are 56% and 58% in reading.

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

ACPS will provide principals and core content teachers, particularly in schools with high EL populations, instructional coaching designed to enable them to address the needs of individual students and teaching teams. Targeted professional development related to improving EL's achievement will include the use of Kagan cooperative learning structures and strategies; extended practice using high impact, high leverage strategies to explicitly teach EL with Mursion (virtual avatar program); and modeling teachers' best practices around a co-teaching model. ACPS will also work to develop the skills and talents of paraprofessionals and other key stakeholders through the "Grow a Teacher" Talent Development program. The need for these initiatives is addressed through the research including the reauthorized ESSA. (Saunders, W. M., Goldenberg, C. N., & Gallimore, R. [2009, December] "Increasing achievement by focusing grade-level teams on improving classroom learning: A prospective, quasi-experimental study of Title I schools." American Educational Research Journal, 46(4), 1006-1033) (Lieberman, A. & Miller, L. (Eds.) [2008] Teachers in Professional Communities: Improving Teaching and Learning. New York: Teachers College Press)

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 5:

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

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Measurable Objective 6:

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

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D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 7:

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

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Measurable Objective 8:

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

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E. DETAIL BUDGET BREAKDOWN

Prepare a detailed breakdown of the budget categories for Object Codes 1000-6000 and 8000.

The amounts by program and object codes totals are to be entered on the Summary Budget Sheet under the appropriate area. Do the totals equal the Summary Budget sheet? **Yes**

**BREAKDOWN OF STAFF POSITIONS
OBJECT CODE 1000**

Provide a description of the positions supported with funds from this program. Indicate if any positions are newly funded under this program. Explain the supplementary nature of any new positions. (Required if staff positions are to be funded by federal funds.)

Director of Talent Development, 1.0 FTE. The Director of Talent Development is responsible for coordinating all ESSA-funded professional learning activities, including Professional Learning Communities, Coaching Program, Grow a Teacher Program and Instructional Rounds. This Director is also responsible for coordinating Title II, Part A, Equitable Services, with the Private Schools in the City of Alexandria.

Item Description	FTEs	Total Cost
Value of professional development personnel-related services or stipends on behalf of private schools		
Director of Talent Development	1	139,137.00
Total for Object Code:		1.0 139,137.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 2000

Indicate the fixed charge categories (such as FICA, health, etc.) and specify the amount of each.

Fringe benefits for employees working in the Title II program include: FICA, Medicare, Virginia Retirement System, Supplemental retirement, workers' compensation, and contributions to other medical and dental benefits. In addition, the appropriate FICA benefits for teachers receiving stipends for attending the professional learning outside of their contract time.

Item Description	Total Cost	
Private School Set-aside		
Director of Talent Development	56,472.00	
Total for Object Code:		56,472.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 4000

Provide a description of charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intragovernmental services.

Item Description	Total Cost	
Total for Object Code:		0.00

DETAILED BUDGET DESCRIPTION OF OBJECT CODE 5000

Provide a description for expenses related to object code 5000.

To send a team of 6 to Harvard University Instructional Rounds training in December it costs approximately \$5000 per person. ACPS has been growing this initiative and plans to send their 5th team to the program to grow this program in our 3 high needs schools.

ACPS will also plan to send a team of 5 Directors to Menomonee Falls School District in Milwaukee to learn about their Continuous Improvement program. This visit will focus on the Carnegie Foundation Improvement Science work looking at learning cycles, student ownership and engagement, teamwork tools and tactics, and overall improvement strategies.

Item Description	Total Cost
Private School Set-aside	
Instructional Rounds	33,011.49
Indirect Costs	22,639.01
Continuous Improvement Training at Menomonee Falls	6,000.00
Total for Object Code:	61,650.50

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 6000

Provide a description for expenses related to object code 6000 Materials and Supplies. Include 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 should be reported in "materials and supplies."

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Item Description	Quantity	Total Cost
Private School Set-aside		
Total for Object Code:	0.00	0.00

DETAILED BUDGET DESCRIPTION FOR OBJECT CODE 8000

All capital outlay expenditures in the aggregate over \$5,000 must be approved in advance by the Virginia Department of Education. If the local school division has established a threshold of a lesser amount, items equal to that amount or greater must also receive prior approval by the Virginia Department of Education. Nonconsumable items must be listed in the application.

Item Description	Quantity	Cost Per Item	Total Cost
Total for Object Code:	0.00	0.00	0.00

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:

(revised 5/16/17)

1000 PERSONAL SERVICES - Includes 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. Includes payments for time not worked, including sick leave, vacation, holidays, jury duty, military leave, and other paid absences that are earned during the reporting period.

For the purposes of this report, the term “salaries” means all compensation including base wage. This also includes amounts paid through salary reduction plans, such as tax-sheltered annuities and flexible benefit plans. Do not confuse this definition with the Virginia Retirement System (VRS) definition, which excludes supplements for retirement calculation purposes in some circumstances.

2000 EMPLOYEE BENEFITS - Job related benefits provided to employees as part of their total compensation. Fringe benefits include the employer’s portion of FICA, pensions, insurance (life, health, disability income, etc.) and employee allowances.

NOTE: Fringe Benefits are a significant component of employee compensation and, like salaries and wages, are charged to the appropriate object of expenditure within each program. If possible, fringe benefit costs should be charged to the applicable educational program or activity on an ongoing basis. An alternative is to charge all fringe benefits to various benefit accounts. As part of the year-end closing process, these accounts are closed, and all costs are allocated to the appropriate educational program or activity. The following methods are suggested for allocating such cost at year-end. If these methods do not provide reasonable allocations based on circumstances within the school division, then the school division should use another reasonable allocation method. Consistency in application should be maintained at all times.

- Allocation by percentage of payroll dollars
- Allocation by Head Count
- Direct to Program or Activity

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. Allowable payments would be to individual or firms that are independent contractors and not employees of the grantee or sub-grantee organization. The word honorarium is sometimes used to characterize such payments; the term “fee” is preferred.

- Food Purchases – Prepared meals, working meals, and/or catered services purchased through a vendor are included in this object code. Reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Examples for this object code include meals provided during day-long professional development sessions, or meals provided to support attendance at family engagement activities. Food purchased from catering services and restaurants such as Pizza Hut, Panera Bread, and Subway is included in this object code.

- Transportation Services Public Carriers – Payments to public carriers for transportation of pupils on vehicles that are used by the public. Include payments for pupils transported in intra-city transit buses, taxicabs, airplanes, and intercity/interstate passenger buses.

- Transportation Services Private Carriers – Payments (either cash or tokens) to parents for transportation of pupils in lieu of providing transportation on school buses. Include allowable payments to parents for pupils attending public, private, and non-sectarian schools. Include costs associated with transporting special education students in school board-owned vehicles to and from school.

- Transportation Services by Contract – Payments to private owners of school buses who contract with the school board to transport pupils to and from public schools. Include payments to owners of private vehicles that contract with the school board to transport pupils to and from designated public and private schools.

- Purchase of Service from Other Governmental Entities – Payments for services purchased from other governmental entities (i.e., other local governments, public authorities, state agencies, and other LEAs) on a contract/fee basis. Tuition payments to other local governments for a jointly operated center are not included here but are reported under “Payments to Joint Operations” (object code 7000).

- Tuition Paid – Other Divisions In-State, Tuition Paid – Other Divisions Out-of-State, and Tuition Paid – Private Schools are included in this object code.

4000 INTERNAL SERVICES - Charges from an Internal Service Fund to other functions/activities/elements of the local government for the use of intergovernmental services, such as data processing, automotive/motor pool, central purchasing/central stores, print shop, and risk management. These services are provided by internal services within the School District and possibly the county but not a vendor.

- Food Purchases – Food purchased from the food services department of a school division or subgrantee equivalent to support professional development or family engagement events is included in this object code. For example, internal expenses for school cafeterias to provide meals to support attendance at family engagement activities are included in this object code.

5000 OTHER CHARGES - Include expenditures that support the use of programs. Includes expenditures that support the program, including utilities (maintenance and operation of plant), staff/administrative/consultant travel, office phone charges, training, leases/rental, indirect cost, and other.

- Food Purchases – Food Purchases under this object code is restricted to food purchases related to travel reimbursement for meals only (see Travel below). If the sub-recipient’s internal travel policies conform to state travel regulations, reimbursement is allowable at per diem meals rates according to state travel regulations. If the sub-recipient’s internal travel policies require reimbursement for the cost of each meal, reimbursement is capped at the per diem rate for the meal listed according to the state travel regulations. Sub-recipients must elect either meals per diem or per meals costs as their internal travel policy.
- Telecommunications – Include expenditures for recurring telecommunications services for the use of on-line computer technology (e.g., telephone/telecommunications line charges). Telephone charges for line service for Internet connectivity and the Electronic Classroom program.
- Utilities – Payments for heat, electricity, water, and sewer services regardless of whether the service is provided by a private enterprise authority or an enterprise fund operated by a local government.
- Communications – Payments for postal, messenger, and telecommunications services, typically office voice telephone charges. (Telecommunication costs directly related to technology uses should be coded under 6000.) In addition, office telephone charges would be coded under this code.
- Insurance – Payments for insurance except those that relate to personal services (i.e., hospitalization, group life, worker’s compensation, unemployment)
- Leases and Rentals – Includes payments for leases that are not capitalized and rental of land, structures, and equipment. Do not include payments made under a lease-purchase agreement.
- Travel – includes payments for travel reimbursement for staff/administrative/consultant travel. These are travel costs that are being reimbursed directly to travelers. These costs may include lodging, mileage, meals, and incidentals as allowable according to state travel regulations or documented subrecipient internal travel policies. If the sub-recipient does not have documented internal travel policies, state travel regulations will prevail.
- Contributions to Other Entities – Includes payments to other governmental entities or community organizations that are not related to the direct purchase of a service on a fee basis (which is reported under object code 3000) or payments to joint operations (which are reflected under object code 7000).
- Public Assistance Payments – Payments to individuals for public assistance programs (general government use only).
- Miscellaneous Other Charges – Includes expenditures that support the program, including indirect costs and other costs.

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.”

- Food Purchases – Food items purchased from a grocery store or its equivalent for snacks or breaks is included in this object code. Examples include bottled water, granola bars, cookies, and fruit purchased from a store such as Wal-Mart, Food Lion, Costco, etc. Prepared meals is not included in this object code; see object code 3000 for prepared/working/catered meals as purchased/contracted services.
- Vehicle and Powered Equipment Fuels – Gasoline, lubricating oils, or such other fuel used in the operation of vehicles and powered equipment (e.g., lawnmowers) purchased from private sources or governmental agencies.
- Vehicle and Powered Equipment Supplies – Tires, spark plugs, batteries, and chains used in the operation of vehicles and powered equipment purchased from private sources or governmental agencies.
- Textbooks – All textbooks and workbooks purchased to be used in the classroom.
- Instructional Materials – Books (not textbooks) and other materials.
- Technology Software/On-line Content – Include expenditures for videodiscs and computer programs used in the classroom for instructional purposes, operating system software (i.e., standalone software, not software that is pre-installed and included in hardware costs), application software, and on-line or downloadable software and content. Include expenditures for both additions and replacement.
- Non-Capitalized Technology Hardware – Include expenditures for hardware or classroom technology equipment that is not capitalized.
- Non-Capitalized Technology Infrastructure – Include expenditures for technology infrastructure that is not capitalized.

8000 CAPITAL OUTLAY - Note: Indirect cost cannot be claimed against capital outlay and equipment.

Outlays that result in the acquisition of or additions to fixed assets. Capital Outlay includes the purchase of fixed assets both replacement and/or additional.

Capital Outlay Replacement

- Technology – Hardware Replacements – Include capital outlay for replacement of hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Replacements – Include capital outlay for replacement of technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Capital Outlay Additions – Include machinery, equipment, furniture, fixtures, communications equipment, motor vehicles, etc. that are capitalized.
- Technology – Hardware Additions – Include capital outlay for additional hardware or classroom technology equipment. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)
- Technology – Infrastructure Additions – Include capital outlay for additional technology infrastructure. (For further clarification on which expenditures should be included in this object code, see the “Special Note” below.)

• Special Note - Classification of Hardware and Infrastructure Expenditures:

Report expenditures under technology “hardware” for computers, associated peripheral equipment, and other specialized technology equipment. Computers include desktop and laptop machines, handheld computers (i.e., Personal Digital Assistants or PDAs), and mainframe machines. Peripheral equipment includes devices attached to computers, such as monitors, keyboards, disk drives, modems, printers, scanners, cameras and speakers, etc.

Report other specialized computer devices under technology “hardware” such as fax-back and voicemail resources; videoconferencing and other distance education tools, including satellite transmitters and receivers; cable-based receivers; and modem or codec-based video equipment; projection devices, from transparent and opaque projectors to video monitors; and graphing calculators and other specialized computational aids.

Report expenditures under technology “infrastructure” for equipment and devices that enable the linking of computers or video hardware to networks (such as routers, hubs, switches, access servers, modems, or codecs). Infrastructure also refers to cabling installations, whether wire, fiber optic, or coaxial, as well as electrical capacity expansion or HVAC upgrades to support networks. In wireless networking systems, include receivers and transmitters under infrastructure.