

Delaware Department of Education
LEA Consolidated Application for FY'05

No Child Left Behind Act of 2001
and Other Federal & State
Programs

Please mark (X) programs included in the application.

- Title I (Part A - Making High Poverty Schools Work)
(Part D - Neglected and Delinquent Children)
- Title II (Part A - Teacher and Principal Training and Recruitment)
- Title II (Part D - Enhancing Education Through Technology)
- Title III (Language Instruction for LEP and Immigrant Students)
- Title IV (Safe and Drug-Free Schools and Communities)
- Title V (Innovative Programs)
- Carl D. Perkins Vocational and Technical Education Act - Secondary
- Curriculum and Professional Development (State)
- Extra Time (State)
- Early Intervention Reading Program (State)
- School Climate and Discipline (State)
- Teacher to Teacher Cadre (State)
- Limited English Proficient (State)

Delaware Department of Education

John G. Townsend Building
P.O. Box 1402
Dover, DE 19903-1402

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School Improvement

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Document #95-01/04/05/01

This LEA Consolidated Application for FY '05 must be submitted electronically to the Delaware Department of Education.

Signature pages located in the addendum of this application must be signed by the appropriate authority and submitted to:

Ronald L. Houston, Director
School Improvement
Delaware Department of Education
PO Box 1401
Dover, DE 19903

General Information

Programs	Coordinator	Phone No.	Allocation	Amount Requested (State Only)	Project Subgrant Ending Dates
Title I, Part A	Margaret Sharp	454-2526	\$4,706,873		12/31/05
Title II, Part A Teacher Quality	Carol Russell	454-2546	\$2,237,361		12/31/05
Title II, Part D Technology	Michael Epler	454-2510	\$238,996		12/31/05
Title III	Saundra Countley	454-2556	\$80,647		12/31/05
Title IV	Saundra Countley	454-2556	\$259,415		12/31/05
Title V	LaVerne Terry	454-2561	\$195,351		12/31/05
Perkins	Freeman Williams	454-2567	\$509,825		12/31/05
Curr. & Prof. Development	Carol Russell	454-2546	\$486,420	486420	9/30/05
Extra Time	Margaret Sharp	454-2526	\$1,769,492	1769492	12/31/05
Early Intervention Reading	Margaret Sharp	454-2526	\$75,971	75971	9/30/05
School Climate	Saundra Countley	454-2556	\$990,000	990000	9/30/05
Teacher to Teacher Cadre	Carol Russell	454-2546	\$101,811	101811	9/30/05
Limited English Proficient	Saundra Countley	454-2556	\$154,634	154634	9/30/05

Resident and Special Population Enrollments (Estimates)

*Cell contains a formula that will calculate and enter result when appropriate variables are entered.

Program Title	District Enrollment			(4) Number of Schools	(5) Average # of Students per School [Column 3 ÷ Column 4]	(6) # of Dropouts, Grades 9-12	(7) # of Students with Disabilities as of 12/1 (Eligible for IEP)	(8) # of Free/Reduced Lunch Participants as of 9/30	(9) # of LEP Students as of 3/1	(10) # of Students Preparing for Non- traditional Training & Employment	(11) % Special Population [Sum of Columns 7 thru 10 ÷ Column 3]	(12) % Free/Reduced Lunch Participants [Column 8 ÷ Column 3]	(13) # of Migrant Students as of 12/1	(14) # of Homeless Students	(15) # of Immigrant Students as of 3/1
	(1) Male	(2) Female	(3) Total												
Public School Enrollment	10,339	9,044	19,383	28		276	3,330	7,754	664		60.6%	40.0%	0	469	74
Private Enrollment	2,251	2,288	4,539	29				340				7.5%			
Public and Private	12590	11332	23922	57				8094				33.8%			
Title I Totals	10,339	9,044	19383	29	668		3,330	7,754	1,434		64.6%	40.0%	0	382	
School Climate & Discipline	3,052	1,643	4695	28			2,828	7,463	1,428		249.6%	159.0%			
Perkins Totals	3,043	2,660	5703	7			643	2,284	370		57.8%	40.0%			

MAINTENANCE OF EFFORT CALCULATION

Reference Section 14501 of ESEA, 20USC 8891 and OMB Circular A-87

Retrieve Data from the Annual Financial Statement for Fiscal Year 2003 and compare to Fiscal Year 2002

	FY 2003		FY 2002	
Total Expenditures (line 1999)		188124400		\$186,425,396
Less:				
Instate Tuition (line 0152)	\$8,316,015		\$6,653,289	
Capital Outlay (line 0170,0270,0370,0470,0570, 0670,0770,0870,0970)	411236.88		\$3,751,495	
Community Services (line 1299)	\$0		\$0	
Adult Education (line 1399)	\$1,540,531		\$1,492,505	
Facilities Acquisition (line 1499)	\$508,239		\$2,117,906	
Debt Service (line 1599)	\$6,019,301	<u>16795322.58</u>	\$6,525,330	<u>\$20,540,525</u>
	Subtotal	171329077.4	Subtotal	\$165,884,871
Less:				
Federal Expenditures (line 3999 less Adult Ed Appropriations)		<u>10515059</u>		<u>\$0</u>
Total Allowable Expense	Total	160814018.4	Total	\$165,884,871
Divided by:				
September 30 enrollment		<u>19563</u>		<u>19,571</u>
Total per student non-federal expenditure for FY 2003		\$ 8,220	FY 2002	\$ 8,476
Less: Total per student non-federal expenditure for FY 2002 (in block)		8476.054928		
Total increase/(decrease)		\$ (256)		

**Distribution of Funds
Federal Titles/Programs (Indicate Amounts)**

Funding/Allocation	I	Title II-A Teacher Quality	Title II-D Technology	III	IV	V	Perkins
Administrative Costs	239,777						
Indirect Cost & Audit Fee	296,420	144,116	14,711	1,581	16,061	12,095	3,790
District-wide Programs	1,031,942	2,064,245	220,285	79,066	225,354	151,424	43,378
Public Schools							
Gauger Middle School							36,940
Kirk Middle School							0
Shue-Medill Middle School							0
Christiana High School							90,419
Glasgow High School							81,046
Newark High School							90,581
Networks							163,670
Douglass Alternative							0
Brader Elementary							
Brookside Elementary	213,635						
Downes Elementary							
Gallaher Elementary	163,277						
Jones Elementary	185,828						
Keene Elementary	245,007						
Leasure Elementary	208,909						
Maclary Elementary							
Marshall Elementary							
McVey Elementary	186,541						
Smith Elementary	149,730						
West Park Place Elementary	133,779						
Wilson Elementary	156,860						
Bancroft Intermediate	359,087						
Bayard Intermediate	454,431						

Subtotal	\$4,706,873	\$2,208,361	\$234,996	\$80,647	\$241,415	\$163,519	\$509,825

Audit Fee for Title I, Title II, and Perkins
3% limit on Title IV Administrative Costs
5% limit on Perkins Administrative Costs

Christina

School Building Coordinators
(List each school in your district)

School	Name of Coordinator	I	II-A Teacher Quality	II-D Technology	IV	Perkins	School Climate
Brader	Richelle Talbert		X	X			X
Brader	Eric Gustafason				X		
Brookside	Marlene James	X	X				X
Brookside	Heather Buchanan		X	X			
Brookside	Becky Meister				X		
Downes	Denise Schwartz		X	X			X
Downes	Karen Bartkovich				X		
Gallaher	Pam Waun	X	X	X			X
Gallaher	David Wilkie				X		
Gallaher	Yvonne Tetrault				X		
Jones	Rick Bartkowski	X	X				X
Jones	Donna Jennings-Lyle				X		
Jones	Stephanie Birdsall			X			
Keene	Bea Speir	X	X		X		X
Keene	Judy Green						X
Keene	Alyssa Rosenthal			X			
Leasure	Linda Ochenrider	X	X		X		X
Leasure	Cindy Sassaman						X
Leasure	Brian Lee			X			
Maclary	Susan Osborne				X		X
Maclary	Charles Haywood		X	X			X
Maclary	Sue Rosenthal				X		
Maclary	Sheryl Roche				X		
Marshall	Elva Brooks		X	X			X
Marshall	Sherlynn Jackson				X		
Marshall	Libby Thomas				X		
McVey	Susan Zigler	X	X	X			X
McVey	Mike James				X		
Smith	Linda Ennis	X	X	X	X		X
West Park	David McCarthy	X	X	X			X
West Park	Julie McCann				X		
West Park	Jannett Garlick				X		
Wilson	Helen Spacht	X	X		X		X
Wilson	Rick Draper			X			
Wilson	Roalndo Taccafandi			X			

Assurances and Certifications
(Please check the following):

*** Note: For the purposes of this document, “applicant” refers to school district or charter school, as the case may be.**

General

- A. It is assured that all schools have implemented programs of instruction and instructional strategies that are scientifically based and proven to be effective for all students, including those in the disaggregated groups defined by the NCLB accountability legislation.
- B. It is assured that records concerning financial accounting and program evaluation will be maintained by the applicant agency and will be available for review by program auditors for at least three years.
- C. It is assured that Federal funds will be used to supplement, and **not supplant** programs that are state or local funded or funded by other federal programs.
- D. It is assured that representatives of eligible nonpublic schools within the school district have engaged in meaningful consultation with the district in the development of this application and in determining the allocation of funds that support services to eligible nonpublic school students. The applicant agency will maintain records, which document nonpublic involvement and the impact of programs at nonpublic sites. All nonpublic schools have been given an invitation to participate in programs for which they are eligible.
- E. It is assured that the programs and services will prohibit discrimination in accordance with the State Board Regulation 225, amended January 1999.
- F. It is assured that each subgrant recipient will submit an expenditure report after the ending date of the grant.
- G. It is assured that by January 31, of each year the applicant will complete an evaluation report indicating progress toward meeting the goals and objectives identified in the Consolidated Application.
- H. It is assured that, in any publication or public announcements, the district will clearly identify any program assisted under the No Child Left

Behind Act (NCLB) as a Federal program funded under the specific title.

- I. It is assured that all elements of the Department of Education's Diversity Regulations will be integrated into the district's strategic plan and all school plans.
- J. It is assured that a local or regional advisory council includes parents and is created to advise programs funded by Titles I, II, IV, V, and Perkins.
- K. It is assured that parents have been involved in the planning, design, and review of this application and that those parents listed as members of the Consolidated Application Planning Committee have actively participated in the application development and review process.
- L. It is assured that each district will appoint a district coordinator for Title I and designate a school coordinator if implementing a program funded by Title IV.
- M. It is assured that information and accurate data will be provided to the state to enable the state to comply with the provisions of the Carl Perkins Act and titles of NCLB.
- N. It is assured that services, materials, and equipment provided to private school students will be secular, neutral and non-ideological in nature.
- O. It is assured that materials and equipment provided to private schools will be labeled as per the funding title and district.
- P. It is assured that the district will take into account the need for equitable access to and equitable participation in all programs for students, teachers, and other program beneficiaries. The district will address barriers that can impede equitable access and participation, including barriers related to gender, race, color, national origin, disability, and age. [General Education Provisions Act (GEPA) Section 427]
- Q. It is assured that the applicant will evaluate all instructional materials, district-developed assessments, and locally purchased assessments for cultural bias.

- R. It is assured that the applicant will disaggregate data by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.
- S. It is assured that each school will develop a school plan using a research-based school improvement process and will complete an evaluation of the plan. The plan and evaluation will be on file in the district or school office.
- T. It is assured that nonpublic schools will implement activities funded by NCLB programs in accordance with program regulations.
- U. It is assured that the applicant will comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, the Age Discrimination Act of 1975, the Americans With Disabilities Act of 1991, and all regulations, guidelines, and standards lawfully adopted under the above statutes by the United States Department of Education.
- V. It is assured that the applicant does not have any policy that prevents or otherwise denies participation in constitutionally protected prayer in the elementary and secondary schools under its authority as set forth in the U. S. Department of Education guidance to the extent the guidance does not conflict with controlling precedent.
- W. It is assured that the applicant is in compliance with the Gun-Free Schools Act and Department of Education Regulation 878.
- X. It is assured that the applicant is in compliance with the Delaware Unsafe School Choice Option Regulation 608.
- Y. It is assured, in accordance with Department of Education Regulation 879, that each school year every school will conduct a School Safety Audit. Such audit shall be conducted using guidelines provided by the Department of Education.
- Z. It is assured, in accordance with Department of Education Regulation 880, that every school will develop a School Crisis Response Plan and will conduct at least one practice annually. Such plan shall be developed using guidelines provided by the Department of Education.
- AA. It is assured, in accordance with the Comprehensive School Discipline Improvement Plan, Treatment of Severe Discipline Problems component, 14 Del. C., §1604, that all expelled or about to be expelled students will be recommended for placement in an alternative consortia discipline program when eligible according to Department of Education Regulation 610.

- BB. It is assured, in accordance with 14 Del. C., §4112 and Delaware Department of Education Regulations, that school crimes will be reported and Student Conduct Data will be maintained accordingly.
- CC. It is assured that the applicant will comply with Delaware Department of Education Tobacco Regulation 877 which prohibits tobacco use and distribution of tobacco products in school buildings, school grounds, school-leased or school-owned vehicles, and at all school-affiliated functions.
- DD. It is certified that a procedure is in place to facilitate the transfer of student disciplinary records, with respect to suspension and expulsion, by schools to any private or public elementary or secondary school for any student who is enrolled or seeks, intends, or is instructed to enroll, on a full- or part-time basis in the school.

**Specific
Title I**

- A. It is assured that Title I paraprofessionals in targeted assistance schools and all instructional paraprofessionals in Title I Schoolwide programs hired after January 8, 2002, shall have completed at least two years of study at an institution of higher education; obtained an associate's (or higher) degree; or met a rigorous standard of quality and can demonstrate through a formal State or local assessment (i) knowledge of and ability to assist in instructing reading, writing, and mathematics, as appropriate or (ii) knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.
- B. It is assured that every school identified for School Improvement and receiving Title I funds, will spend not less than ten percent (10%) of the funds made available through its Title I allocation to provide teachers and principal(s) with high quality professional development.
- C. It is assured that the applicant will allocate not less than 5% nor more than 10% of its Title I allocation for fiscal year 2003, and not less than 5% of its Title I allocation for each subsequent year, for professional development activities to ensure that teachers who are not highly qualified become highly qualified not later than the end of the 2004-2005 school year.
- D. It is assured that every school receiving Title I funds will spend not less than one percent (1%) of the funds made available through its Title I allocation for parent involvement.
- E. It is assured that any Title I school that is identified as in school improvement, or corrective action, or in restructuring will offer Title I School Choice to all students as defined by the NCLB legislation. A minimum of 5% and a maximum of 15% of the applicant's Title I, Part A budget must be set aside to provide transportation for eligible students.
- F. It is assured that any Title I school that is identified as in year two of school improvement, or corrective action, or, in restructuring will provide Supplemental Educational Services to eligible students as defined by the NCLB legislation. A minimum of 5% and a maximum of 15% of the applicant's budget must be set aside for supplemental education services for eligible students.
- G. It is assured that the district has a plan on file that is coordinated with the McKinney-Vento Homeless Assistance Act and describes services that will be provided to homeless children, including services provided with funds from the Reservation of Funds set-aside.
- H. It is assured that the applicant will designate an appropriate staff person as a local education agency liaison for homeless children and youth who will perform the duties described in McKinney-Vento.

**Specific
Title I and Perkins**

- A. It is assured that comparable services were defined and implemented including:
- a districtwide salary schedule;
 - a policy to ensure equivalence among schools in teachers, administrators, and other staff;
 - a policy to ensure equivalence among schools in the provision of equipment, curriculum materials, and supplies; and
 - student/instructional staff ratios or student/instructional staff salary ratios. (Perkins State Plan)

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

- A. It is assured that the applicant shall conduct an assessment of local needs for professional development and hiring.
- B. It is assured that the applicant shall target funds to schools that have the lowest proportion of highly-qualified teachers.
- C. It is assured that the applicant shall target funds to schools that have the largest class size, particularly at the primary level.
- D. It is assured that the applicant shall target funds to schools that are identified for school improvement.
- E. It is assured that the applicant shall comply with Section 9501 regarding consultation with private schools in order to provide professional development services for private school teachers.

**Specific
Title II, Part D Technology**

- A. It is assured that all students and teachers served by the applicant have increased access to educational technology.
- B. It is assured that students in high-poverty and high needs schools, or schools identified under Section 1116, have access to technology.

- C. It is assured that successful and useful technology will be put into effect with the acquisition of supporting resources (such as services, software, other electronically delivered learning materials, and print resources).
- D. It is assured that funds will be used to prepare teachers to integrate technology effectively into curricula and instruction.
- E. It is assured that 25 percent of funds received will be spent on high quality professional development in technology unless the applicant is exempted by the Delaware Department of Education.
- F. It is assured that the district has a new or updated long-range strategic educational technology plan, effective until June 30, 2006, that is consistent with the objectives of the statewide technology plan and that addresses the statutory local plan requirements. The applicant does not have to develop a new technology plan for the Ed Tech program – but may use its current technology plan, modified as necessary, to comply with the new requirements of the Ed Tech legislation. As appropriate, an LEA may seek a waiver of this requirement in order to receive funds to develop the plan.

**Specific
Title III**

- A. It is assured that the applicant will not use more than 2 percent (2%) of the funds for the cost of administration.
- B. 1) It is assured that the applicant shall, not later than 30 days after the beginning of the school year, inform the parent or guardian of a limited English proficient (LEP) student in language that is understandable, and to the extent practicable, in the native language:
 - a. the reasons for the identification of their child(ren) of English proficiency,
 - b. the assessment used and the level of English proficiency,
 - c. the type of program or instruction and how that program will assist in the development of English proficiency and meet the state content standards,
 - d. the exit criteria for the program,
 - e. how the program meets the objective of the IEP for the LEP/Special Education student,
 - f. the right that parents have upon request to remove or to refuse to enroll their LEP child(ren) in a program.
- 2) It is assured that the applicant shall inform the parent or guardian of an LEP student of the failure of the program to make progress on the annual measurable achievement objectives set by the state no later than 30 days after the failure occurs.
- 3) It is assured that if a student registers after the beginning of a school year, the parent or guardian shall be informed of 1) (a) through (f) within two weeks of placement in a program.

- C. It is assured that the applicant will comply with Section 9501 regarding consultation with private schools to provide special educational services or other benefits that address their needs under Title III to students and other educational personnel.

**Specific
Title IV**

- A. It is assured that a comprehensive plan of drug abuse education and prevention programs for students in each grade K-12 has been developed in accordance with the federal and state laws and complies with the “Principles of Effectiveness”.
- B. It is assured that local drug abuse education and prevention programs will be coordinated with state and local drug and alcohol abuse and health and law enforcement agencies.
- C. It is assured that the applicant has adopted and implemented a program to prevent the use of illicit drugs and alcohol by students and employees in accordance with Section 4116(1)(A) of the Safe and Drug-Free Schools and Communities Act of 1994.
- D. It is assured that the applicant has reviewed curricula that it intends to use and that such curricula conveys a clear and consistent message that the illegal use of alcohol and other drugs is wrong and harmful. Section 4132. The district will identify and implement drug and violence prevention programs of demonstrated effectiveness.
- E. It is assured that the applicant will have appropriate and effective discipline policies, security procedures, prevention activities, and a student code of conduct.

**Specific
Title V**

- A. It is assured that the design, planning, and implementation of programs under Title V funding have provided for systematic consultation with parents of children attending elementary and secondary schools served in the area, with teachers and administrative personnel in such schools, and with other groups involved in the implementation of this program (such as librarians, school counselors, and other pupil services personnel), as may be considered appropriate by the district.
- B. It is assured that the applicant will comply with Section 5142 and will provide equitable participation consistent with the number of children in the school district who are enrolled in private, non-profit elementary and secondary schools.

- C. It is assured that programs carried out will be evaluated annually and the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year. Evaluation will describe how assistance affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served.

**Specific
Perkins**

- A. It is assured that the state Perkins Core Indicators will be utilized for the planning, implementation, and evaluation of career and technical programs

- B. It is assured that individuals who are members of special populations will be provided with equal access to the full range of career technical education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services and will not be discriminated against on the basis of their status as members of special populations.

- C. It is assured that the program met the occupational needs of the geographic area based on:
 - (1) the review of labor information;
 - (2) the review of data projections from such agencies as: JOBS program, Private Industry Council, or Chamber of Commerce information;
 - (3) the review of student completion and follow-up data to indicate the degree to which completers are employed in their area of training and benefiting from instruction; and
 - (4) the review of trends of job advertisements in regional papers.

- D. It is assured that the career technical education program is of sufficient size, scope, and quality as to result in improvement in the quality of education.

- E. It is assured that the abilities, interests and needs of students, and recommendations from parents, advisory councils, state, and community labor needs surveys were considered in order to provide appropriate and supplementary programs and services for special populations.

- F. It is assured that federal funds will not be used to purchase any equipment, including computer software, that results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

- G. It is assured that the district hereby agrees to enter into a county-wide consortium agreement for the purpose of receiving funds under the Perkins Act and for coordinating county-wide activities that will enhance and improve the delivery of services in vocational-technical education. [State Plan]

- H. It is assured that career-technical student organizations shall be organized as integral components of all vocational-technical programs to complement and enrich instruction.
- I. It is assured that the applicant will not use more than 5 percent of the funds for the cost of administration.

Specific

Curriculum/Professional Development

- A. It is assured that funds will be used for developing and implementing curriculum based on the content standards established by the Curriculum Frameworks Commission, as approved by the State Board of Education, or for other professional development activities, including but not limited to: discipline, special education/inclusion, collaboration/consensus building, conflict resolution, shared decision making, and educational technology.
- B. It is assured that the curriculum and/or professional development supported by these funds is directly related to an analysis of student performance data by each school.

Specific

Extra Time Program

- A. It is assured that funds will be used to provide extra instructional time for low-achieving students in order that they may improve their academic performance in the four content areas (mathematics, science, English language arts, and social studies, as measured against the state standards of such subjects.)
- B. It is assured that Extra Time funds used during the regular school day will be used to hire additional instructional staff to provide additional instruction or remediation to a targeted population of low-achieving students in one of the four core content areas.
- C. It is assured that if Extra Time funds are used during the regular school day, there will be sufficient resources to operate the mandated summer school program.
- D. It is assured that funding will not be used for curriculum development or staff training functions.

**Specific
Early Intervention Reading Program**

- A. It is assured that funds will be used exclusively to provide supplemental services or teaching methods designed to improve reading abilities of K-3 students who are identified during kindergarten and first grade as being inadequately prepared to succeed in reading or are performing below grade level with the goal being that students achieve and maintain their appropriated grade level reading ability.
- B. It is assured that these services will utilize intensive systematic multi-sensory phonics as the instructional methodology.

**Specific
School Climate**

- A. It is assured that these funds will be used to serve only students in grades K-12 who are causing repeated disruptions in the regular classes to which they are assigned..
- B. It is assured, in accordance with 14 Del.C., §1605, that the application for School Climate and Discipline funds has prior approval of the local district board of education.
- C. It is assured that the district and school-based intervention design will include levels of service that will provide intervention strategies that address short term needs as well as longer term strategies that will provide counseling to improve behavior, academic performance, and to determine the need for possible referral to other agencies.
- D. It is assured that each school will set specific performance indicators for measuring the success of their School-Based Intervention Programs.
- E. It is assured that School Climate and Discipline funds will be used to supplement, when appropriate, existing programs that are state, locally, and federally funded.
- F. It is assured that funds will not be used to pay salaries to employees beyond the state-supported salaries specified in 14 Del. C., Chapter 13.

- G. It is assured that the applicant will submit a request to the Department of Education for approval of expenditures not previously included in the original application.
- H. It is assured that the applicant will submit an annual evaluation report on the effectiveness of the program to the Department of Education within 60 days of the close of the school year. The report shall be in the format and shall include the data and information as specified and defined by the Department of Education. The information shall include but not be limited to the following: the number of students served, the subgroup of the student population served, the reasons for service, measures of behavioral improvement, and measures of academic improvement as appropriate, rates of recidivism within programs, and number and types of referral for additional services.
- I. It is certified that each school inclusive of grades 7 through 10 will establish a school site-based committee and that a list of the committee members will be attached to the school plan in accordance with 14 Del. C., Chapter 16, §1605(7).
- J. It is certified that the majority of the members of the school level committee are members of the school professional staff, of which a majority are instructional staff; that the committee contains representatives of the support staff, student body (for schools enrolling grades 7-12), parents, and the community; that representatives of the employee groups are chosen by members of each respective group and representatives of the nonemployee group are appointed by the local school board of education; and that committee operates on a one-person, one-vote principle for reaching all decisions
- K. It is certified that the school level committee has the authority, within local district budgetary guidelines and at its sole discretion, to:
 1. Establish a school code of conduct which defines roles and responsibilities of all members of the school community (administrators, teachers, support staff, contracted service personnel, students, families, and child/family advocates) and which is consistent with the established state and federal laws, state and federal regulations, local board policies, local district codes of conduct, and local budgetary guidelines unless relevant waivers have been granted.
 2. Hear concerns from a staff member dissatisfied with the disposition of any disciplinary matter by the school administration.
 3. Refer students to programs as defined in 14 Del. C., §1604; provided, however, that any child with disabilities be referred to such programs through the child's Individualized Education Plan.
 4. Design, approve, and oversee the implementation of programs established in the school.
 5. Establish and enforce the school's attendance policy, including mandating attendance in programs established in 14 Del. C, §1605(b)(7).
 6. Establish extended day, week, or year programs for students with discipline or attendance problems, or at risk of academic failure that provide for the assessment of penalties for violations of school discipline or attendance policies and for

academic acceleration and tutoring, mentoring and counseling services for such students and their families as an integral program component.

7. Establish staff development programs for conflict resolution for all staff, and establish programs in classroom and behavioral management for school staff identified as needing improvement.
8. Design student mentoring, conflict resolution, and/or peer counseling programs for all students, especially those who are identified as having chronic discipline, academic, or attendance problems.

**Specific
Teacher to Teacher Cadre**

- A. It is assured that funds will be used for providing the purchase of release time of exemplary teachers in the content areas in which the State Board of Education has adopted content standards. These exemplary teachers will provide assistance to districts in designing, demonstrating and implementing best teaching practices in the development of curriculum to meet the established standards.

I do certify that all assurances set forth above will be adhered to.

Date _____

Signature of Superintendent

Christina
School District

Constituency Participation

Part I Constituency Participation Process

Describe the process through which parents and community members and the district Consolidated Application Planning Committee members participated in the planning, design, and review of this consolidated application.

The Christina School District involves the total school community in the planning and implementation of this consolidated application. Parents, community members, social service agencies, non-public school personnel, and Christina School and District staff were involved through several methods. The major initiatives occurred through the Christina School District Strategic Planning, implementation and review process, and the development of individual school improvement plans and school councils.

The Board of Education adopted the Christina School District Strategic Plan as the organization's formal method of involving and empowering the various constituencies in defining the vision and direction for achieving school excellence. The Strategic Plan governs the direction of programs and schools within the District. This assures that there is input which ties back to the three Board of education goals:::~::~:

- o Improving individual student achievement through the restructuring of schools,
- o Maximizing the safety and welfare of the members of the Christina School Community, and
- o Providing strong leadership and direction as the Christina Community explores innovative educational alternatives while maintaining diversity through equity and excellence in educational programs.

In addition, the Project Management Model has been adopted and implemented in the Christina School District to create a framework for achieving the elements of the Strategic Plan. This important management tool will be used to define, organize and oversee the accomplishment of these key objectives through the creation of project charters. A Project Management Oversight Committee (PMOC), comprised of the district's senior leaders, will serve to approve and oversee the scope and progress of each project charter, and ensure the appropriation of adequate resources.

A Project Charter is a document that describes a project in terms of its scope, schedule, dependencies, assumptions and resources. It facilitates project planning and approval. It also establishes a high level of understanding between the sponsor and the rest of the project team to help ensure a project's success. The Project Charters include the following:::~::~:

- o The Cornerstone for Excellence:..... Core Curriculum, PK-12
- o The Cornerstone for Excellence:..... Enrichment Curriculum, PK-12
- o The Cornerstone for Excellence:..... Accelerated, Advanced and Alternative Learning, PK-12
- o Instructional Intelligence:..... Using Data to Propel Student and Teacher Performance
- o Promoting and Supporting Employee Performance
- o Family, Community and Employee Engagement
- o Quality School Environments:..... New Construction and Building Modernization
- o Safe, Secure and Well Functioning Facilities
- o Expanding Educational Options

The Board of Education adopted the Christina School District Superintendent's Performance Targets for 2008. These performance targets are an integral part of the Consolidated Grant Application for 2004-05. The guiding principles for the Superintendent's Performance Targets are to:.....

- o To accelerate achievement for all students and minimize the disparities among all groups of students,
- o Create and maintain safe learning environments that promote excellent academic achievement,
- o Establish and leverage community partnerships to promote accelerated achievement in welcoming school environments.

Local school planning and program implementation has and will continue to occur through a variety of vehicles. The School Councils at each school serve as the primary process for planning and program implementation. School Council membership combines participation of school staff, parents and community members. Representatives from the School Councils also serve on district committees to assure the alignment between district and school initiatives.

Starting in the fall of 2000, District Office staff met with building principals to provide leadership and support in the development of individual School Improvement Plans. The School Improvement Plans are now called the "Pathways to Excellence Plans" to align with the work of the Project Charter/Management Process in place in Christina School District. The individual School Councils, School Improvement Teams, and other stakeholders, including groups such as the Title I community and underrepresented populations, developed these plans with leadership from the building principal. These plans were submitted to the District Office and serve as the basis for the Consolidated Grant Application. Representatives from Title I parents, non-public schools, Title IV Advisory Committee, and Vocational Advisory Committee provided input into the development of the Consolidated Application. Once the application is approved, a series of review meetings will be held for all stakeholders and a copy of the application will be provided to them. Every school principal will receive a copy of the approved Consolidated Application. Every school library will have a grant for public review. Each program manager will insure that all constituent staff members are informed about the grant in their program.

Additional approaches used to involve the entire school community in the planning and development of programs under the NCLBA was to engage in the participation of the following groups:.....:

- o Individual School Councils
- o Mathematics, Science, Social Studies and English Language Arts Curriculum Committee
- o Industry Representatives and Educators
- o School Leadership Team
- o Community Members-at-Large
- o District Discipline Committee
- o District Staff Development Committee
- o Technology Committee
- o District Teacher -to - Teacher Cadre
- o District Curriculum Chairs
- o District Accountability Committee
- o Title I Principals - Public and Non-Public
- o Title I Parents - Public and Non-Public
- o Title V
- o Project Management Oversight Committee
- o Service Integration Teams for Project Charters

Part II Constituency Participation

District Consolidated Application Planning Committee Members

Name	Constituency Representing	I	II-A TQ	II-D Tech	III	*IV	V	**Perkins	Curr/Prof Develop	Extra Time	Early Intervent Reading	School Climate	Teacher Cadre	LEP
Michael Epler	Supervisor	X	X	X	X	X	X	X	X	X	X	X	X	X
Carol Russell	Supervisor	X	X	X	X	X	X	X	X	X	X	X	X	X
Karen Krauss	Parent		X	X	X	X	X	X	X	X	X	X	X	X
Bob Gross	Supervisor	X	X	X	X	X	X	X	X	X	X	X	X	X
Theresa Giles	Asst. Superintendent	X	X	X	X	X	X	X	X	X	X	X	X	X
Dorothy Shelton	Director	X	X	X	X	X	X	X	X	X	X	X	X	X
Alexis Gordon	Asst. Principal		X	X	X	X	X	X	X	X	X	X	X	X
Colleen Wozniak	D.O.E.	X	X	X	X	X	X	X	X	X	X	X	X	X
Margaret Crosby	Parent/Community	X	X	X	X	X	X	X	X	X	X	X	X	X
LaVerne Terry	Asst. Superintendent	X	X	X	X	X	X	X	X	X	X	X	X	X
Carol Tasca	Community	X	X	X	X	X	X	X	X	X	X	X	X	X
Elva Brooks	Principal	X	X	X	X	X	X	X	X	X	X	X	X	X
Libby Thomas	Nurse						X							
Elaine Vanwickle	Health/PE Dist. Chair						X							
Freeman Williams	Director	X	X	X	X	X	X	X	X	X	X	X	X	X
Susan Carlin	District Parent		X	X	X	X	X	X	X	X	X	X	X	X
Veronica Jones	District Parent	X	X	X	X	X	X	X	X	X	X	X	X	X
Barbara Hess	Brader Elementary	X	X						X	X	X	X	X	X
Karen Spyres	Brookside	X												
Diane Flaherty	Brookside	X	X						X	X	X	X	X	X
Cindy Millison	Jones	X	X						X	X	X	X	X	X
Renee Anson	Downes		X						X	X	X	X	X	X
Paula Potochney	Gallaher	X	X						X	X	X	X	X	X
Terri Gray	Keene	X	X						X	X	X	X	X	X
Heidi Kiser	Leasure	X	X						X	X	X	X	X	X
Tammy Ciarlo	Maclary		X						X	X	X	X	X	X
Sally Silliman	Marshall Elementary		X						X	X	X	X	X	X
Lisa Reed	McVey Elementary	X	X						X	X	X	X	X	X
Jennifer Smith	Smith	X	X						X	X	X	X	X	X
Amy Tetlow Smith	West Park	X	X						X	X	X	X	X	X
Carlisa Shultz	West Park	X	X						X	X	X	X	X	X

Cathy Armstrong	Bancroft	X	X						X	X	X	X	X	X
Kelly Tompkins	Bayard	X	X						X	X	X	X	X	X
Kim DeLorme	Elbert-Palmer	X	X						X	X	X	X	X	X
Judy Kennedy	Pulaski	X	X						X	X	X	X	X	X
Stubbs Intermediate	Sandra Draper	X	X						X	X	X	X	X	X
Donna Gustafson	Gauger-Cobbs Middle		X					X	X	X	X	X	X	X
Harriet Stokes	Kirk Middle		X					X	X	X	X	X	X	X
Ron Scarpeto	Shue Middle		X					X	X	X	X	X	X	X
Vanessa McCall	Christiana High		X					X	X	X	X	X	X	X
Adrienee Kalbacher	Glasgow High		X					X	X	X	X	X	X	X
Dana Dimock	Newark High		X					X	X	X	X	X	X	X
	Douglass/Option Prog.		X					X	X	X	X	X	X	X
Diana Morre	Sterck School		X						X	X	X	X	X	X
Kathy Hupp	Autistic Program		X						X	X	X	X	X	X
Margaret Sharp	Director	X	X	X	X	X	X	X	X	X	X	X	X	X
Sandra Countley	Director	X	X	X	X	X	X	X	X	X	X	X	X	X
Mike Biagini	Supervisor	X												

* Health Education Reg. 851 requires the appointment of such persons as teachers, parents, school nurses, community leaders, guidance counselors,

* Health Education Reg. 851 requires the appointment of such persons as teachers, parents, school nurses, community leaders, guidance counselors, law enforcement officers, and others with expertise in the areas of health, family life, and drug-free schools and communities to serve as members of the Consolidated Application Planning Committee.

** Perkins requires program technical advisory committees. (See Part III Constituency Participation.)

Note: Parent participation should be across multiple programs.

Name	Constituency Representing	Program Representing

Integrated Program Description

ABSTRACT

Brief Summary of District Plan for Continuous Improvement

Consistent with Delaware's education reform and accountability measures, the Christina School District is committed to educating each student to succeed in our changing society by providing a positive learning environment with a caring, committed and knowledgeable staff. The District is also committed to narrowing the achievement gap of the students it serves, especially historically underrepresented populations of students. The District's Educational Plan is to provide strong leadership and direction as the Christina community explores alternatives while maintaining diversity through equity and excellence in educational programs; provide a supportive environment that will improve individual student achievement through restructuring of schools; empower staff to plan and implement professional growth activities; and maximize the safety and welfare of members of the Christina school community and by the creation of alternative programs and support services. The major instructional focus for the last three years has been the improvement of student achievement in English/language arts and mathematics. We continue to work towards the development of Science, Social Studies and Health standards based curricula and assessments. Out of a total funding of \$ 11,806,796 Christina School District will employ approximately 101.5 FTE's and reported time employees in carrying out this consolidated grant.

A. DISTRICT VISION

1. State your vision for promoting high expectations for all students and for meeting students' individual academic, career, and personal needs. Explain how the vision statement impacts/drives planning and the development of goals and objectives.

The District's vision for meeting the academic, career and personal needs of students, as stated within the District's Strategic Plan and the superintendent's Performance Targets, is to educate each student to succeed in our changing society by providing a positive learning environment with caring, committed and knowledgeable staff.

With two years left in our District Strategic Plan, we developed the objectives for the five curriculum areas based on reaching 100% success at the end of 2006. The superintendent's Performance Targets align w/performance targets projected through 2008.

The vision is to narrow the achievement gap by equipping teachers with scientifically based research instructional practices to meet the affective and cognitive needs of underachieving students. The major instructional focus for the next year is improvement of student achievement in English/language arts and mathematics, as measured by local and state assessments. Through ongoing professional development, staff will examine disaggregated data that will inform them of the academic needs of students and will examine, discuss, and ultimately implement strategies into their classroom practice that improve the academic achievement of students who learn differently and are from culturally and economically diverse backgrounds.

The vision provides direction for all Title programs under the No Child Left Behind Act to support comprehensive school improvement efforts focusing on achievement for all students.

The Christina School District Parent/Family Involvement Board Policy ensures that there will be parent involvement programs in each school and at the District level involving parents in the decisions and practices at all grade levels in a variety of roles. All parents will have access to school involvement.

The vision is also consistent with Delaware's goal, as stated in Delaware's Educational Reform Program, to improve students' academic achievement so that their knowledge and skills will enable them to be successful and productive citizens in the 21st century. Within the context of the Strategic Plan, three goals define the District's vision:.....

1. Improve individual student achievement through the restructuring of schools.
2. Maximize the safety and welfare of members of the Christina school community.
3. Provide strong leadership and direction as the Christina community explores innovative educational alternatives while maintaining diversity through equity and excellence in educational programs.

2. a. List **student needs** that have been identified through your school/district evaluation/assessment activities.

b. Identify data used to determine the needs. (Examples: attendance data; SES data; drop-out and suspension data; achievement data; data showing gaps and disparities between subpopulations of students meeting or exceeding the standards; alcohol, tobacco, and other drug use survey data; school health data; LEP data, including English language proficiency (LAS) data; Perkins data, Pathway/Program Completers; and discipline data disaggregated by gender, by race, by ethnicity, by English proficiency status, by migrant status, by disability, and by economic status).

Student Needs	Data Source(s)
Improve academic achievement	DSTP-II
	Delaware Student Testing Program (DSTP)
	Early Intervention Growth Data
	Math Host Link
	HOST Learner Link-ELA
	LEP Summative Assessment/LEP Alternative Assessment
	Gates-McGinite Reading Test (GMRT)
	Stanford Diagnostic Reading Test (SDRT)
	Stanford Diagnostic Math Test (SDMT)
	STAR Reading Assessment
	Individual Reading Inventory (IRI)
	DIAL Screening Tool
	Running Records
	Teacher Made Assessments
	Early Intervention Screening Test
	Student Report Cards
	Text-based and Stand-alone prompts
	District Committee Developed Assessments
	Portfolio Assessments
	School Developed Assessment
	LAS and English Language Proficiency Assessment
	Alternative Assessment (other indicators)
	Parent/Teacher Recommendations
	Standards Master
	DIBELS
	District Kindergarten Assessment Tool

	District Curriculum area Pre- Post-tests computerized assessments
	PSAT
	SAT
	FastForward data
	IIP's
	Cognitive Tutor
	Advanced Placement Examinations
More intervention services for students in crisis	Suspension Data/Behavior Referrals/Discipline Reports/Administrative Referrals
	Contracted Intervention Counseling/Services Data
	Student Data Tracking Results
	District Wide Attendance Reports
	District-Wide Intervention/Prevention Program
	RAP History Reports
	Evaluations
	START Teams
	Homebound Instructional Reports
	School Nurse Reports
	Student Daily Attendance
	Alternative Program Placement Reports
	Youth Risk Behavior Survey Data
	student/teacher ratio and state requirement for reduced class size at primary grades
	Homeless Report
Improved social, emotional and physical support service	Student Data Tracking Results
	Contracted Intervention Counseling/Services Data
	District Wide Attendance Reports
	District-Wide Intervention/Prevention Program Evaluations
	Student Daily Attendance Reports
	Delaware Student Survey Data
	Youth Risk Behavior Survey Data
	Homebound Instructional Reports
	School Nurse Reports
	Homeless Report

Assistance to make a better transition from school to work	State/District Graduation Requirements
	Teacher Surveys
	State Board Requirements for Career Pathways
	Perkins mandates for Curriculum Integration that supports social studies, math, science, and ELA
	Advisory Committee Recommendations
	School Improvement Plans
	Teacher/Parent/Student Surveys
	Teacher and Parent Committees Recommendations
	State/District Graduation Requirements
	Even with current gains made in DSTP, gaps/disparities in student achievement appearing in data related to sub-populations may indicate area(s) of student need. (Reference Manual for LEA Consolidated Application FY03, page 5, question #2.) Consequently,
Increased use of technology to enhance instruction and improve student achievement (see Improve Academic Performance Data Sources)	DSTP, DCET Survey, LoTi, Computer Literacy Graduation Requirement
	Standards Master to identify student needs
	FastForward
	Carnegie Learning Cognitive Tutor
NOTE: Data is disaggregated by gender, race, LEP, special needs, SES, Title I, and analyzed accordingly.	

3. a. List **staff and school community needs** that have been identified through your school/district evaluation/assessment activities.

b. Identify data used to determine the needs.

Staff and School Community Needs	Data Source(s)
Staff development to provide teachers with:	
- Strategies to help students reach state and district standards	Principal, teacher, para, support staff surveys
-Mentor support for new teachers	Portfolios
-To deliver instruction based on solid, scientifically based and best practice research	Needs Assessment Surveys/Reports
-Peer research coaching and mentoring	Staff Development Committee
-Strategies to differentiate instruction for all learners	Data Base
-Strategies to challenge and accelerate learning for "over the top" performers	Data Service Center
-Knowledge and skills to facilitate small learning communities	Project Charters
-Strategies to support students in Advance Placement Courses	DSTP-I and DSTP II
-reduced class size to allow for differentiated instruction	Work samples
	Site Council Minutes
	Staff Meeting Minutes
	School Improvement Plans
	District Instructional Facilitators
	District Staff Development Committee
	Workshop Evaluations
	Sign-in sheets
	teacher/student ratio and state requirements for class size
Increase school climate intervention strategies	Strategic Planning and Site Council Surveys
	District-Wide Intervention/Prevention Program Evaluations
	Positive Behavior Support
	School Crisis Response Team
	School Improvement Plans
	START TEAM (Student Assistance and Referral Team)
	Site Based Discipline Committee Teams
Increase parent and community participation such as:	Pathways to Excellence Plans

-Community Outreach	Staff Surveys (Principal, Teacher and Support Staff)
-Continued Improvement of Christina Web Site	Parent Assessments/Surveys
-Parents Make it Happen (on channel 28)	Site Council Surveys
-Parents as Teachers	Parent Info Nights and communications through newsletters and websites
-Parent Early Education Center	Enterprise Zone Community Outreach
-Parent Communication such as newsletters, websites, etc.	Sign-in sheets for family activities
Increase knowledge and proficiency in technology	Needs Assessment Surveys/Reports
	School Improvement Plans
	Teacher, Principal, Parent and Community Surveys
	State Graduation Requirements
Provide identified homeless students and families with resources necessary to maintain educational stability.	Coordination of services with homeless program, choice program, and Title I indigent fund
Support to help teachers gain "highly qualified" status	DEEDS survey information

4. List goals for programs included **in this application**. These goals must be linked to the needs identified for students, staff, and school communities in Questions #2 and #3.

Goals	Needs
Improve student achievement	- Staff development to provide teachers with strategies to help students reach state and district standards.
	- Increased use of technology to enhance instruction and improve student achievement
	- More intervention services for students in crisis
	- Improved social, emotional and physical support services
	- Assistance to make a better transition from school to work
	Staff development to provide teachers with strategies to create success in students with disruptive behavior
Expand and enhance intervention service delivery systems for students	- School Crisis Response Teams
	- Increased intervention strategies
	- Increased parent and community participation
	- Increased knowledge and proficiency in technology
	- Additional intervention services for students in crisis
	- Improve social, emotional, and physical support services
	- START TEAMS
	- Establish a uniform district wide service delivery culture
	- Increase administrator and specialist access to data bases.
Move Teachers to "Highly Qualified" Status	Provide assistance to teachers in reaching "highly qualified" status

	monetary assistance for Praxis II
	tutoring and mentoring in content area
	preparation materials for Praxis II
Improve academic achievement	monetary assistance for Coursework

5. Describe the systems, structures, and services that are in place to support improvement planning in the schools.

Local school planning and program implementation has and will continue to be focused on the school level. School Site Council membership combines participation of school administrators and staff, parents, and community members. There has been an emphasis to increase efforts to include historically underrepresented members. Representatives from the School Councils also serve on district committees to assure the alignment between district and school initiatives. The School Site Councils and Pathways to Excellence Teams at each school serve as the primary method for planning and program implementation. District Office administrators and Instructional Coaches (cadre) also assist schools with their planning for professional development. The District's goal is to integrate the Project Charters, Pathways to Excellence Plans (PEP) and Consolidated Application activities and products into one process. As part of the Project Charter System, Project Managers, Project Facilitators, and Service Integration Teams work together to form a solid support system for getting the work done of the PEP for each school.

Schools under School Improvement also each have School Support Teams consisting of parents, community members, teachers, a DOE staff member an assigned Christina School District Office Administrator, the building administrative team, and any other experts or support members the school feels they need to help meet their goals such as University of Delaware or Contracted Consultants. The School Support Team members will meet on a quarterly basis with their school to help them implement their School Improvement Plan, meet the time lines of that plan, and provide support and training where needed for implementation of scientifically research-based instructional practices and programs. At these quarterly meetings the School Support Team will review and analyze school operations and instructional program design and make recommendations for improving student performance, work with parents, school staff, and District Office in the design, implementation and monitoring of the School Improvement Plan, evaluate the effectiveness of the school personnel, and make additional recommendations as the school implements the School Improvement Plan regarding any additional assistance required and suggest resources to help support the School Improvement Plans. Each schools' Support Team Membership will be submitted along with the school budget page and the School Improvement Plan to the Department of Education in August.

Other vehicles for local school planning and program implementation involve the START Intervention Teams, academic department chairs, Vocational Advisory Councils, curriculum planning teams, grade level team leaders, District chairs, administrators, Instructional Coaches (formerly known as:::Teacher-to-Teacher Cadre), nurses, counselors, parents and various members of the community. In addition, vertical planning teams are working toward coordination to assure curriculum and program articulation.

The District will provide a major portion of this grant to 22 Instructional Coach members who will provide staff development and coach teachers at all sites on standards and scientifically research based curriculum and supporting instructional strategies.

All schools have developed school improvement plans whose activities are supported by the various sub-grants, i.e., Extra-Time, Perkins, Title II, etc.

6. a. Describe how the district supports parents and community members, including historically underrepresented groups, active participation in the school improvement process, i.e., developing a vision, collecting and analyzing data, determining needs, setting goals, implementing strategies, and evaluating results.

The District will continue to foster parental involvement in the planning, design and implementation of the consolidated grant. The activities and procedures must be planned and implemented with the meaningful consultation of parents in an organized, systematic, on-going, informed and timely manner. The District will continue to meet with parents in assisting in the development of schoolwide policies for parent involvement in the consolidated grant.

The involvement of parents and community, especially historically underrepresented groups, will continue and expand through participation under the consolidation of NCLB programs with the involvement from the following groups::::

District Strategic Planning Committee
School Site-Based Councils
Vocational Advisory Committees
Title IV Advisory Committee
Title I Parent Advisory Board
School Discipline Committees
School Improvement Plan Committees
Lation Parent/Community Council

Each of these groups is composed of parents, community members, law enforcement, agency staff and school personnel. The composition within those groups contains members from historically underrepresented groups such as African-American and Hispanic populations and representatives from poverty prevalent areas. Title I has a parent coordinator who plays a vital role in involving underrepresented parents in the Title I program. The parent coordinator assists the individual schools in the development of parent policies and parent-school compacts.

Additionally, support to students from homeless families is given through the Title I indigent fund. This Title I fund provides glasses, school materials, clothing, and support to identified homeless children. Work in this area is done through collaoration with the curriculum homeless liaison.

The consolidated grant process is inclusive of community. School councils will oversee the development of School Improvement plans. All have community/ parental involvement and have made a concerted effort to increase comprehensive membership.

Transportation, childcare, home visits and conference time for parents will continue in the District to increase parental involvement of the historically underrepresented groups. Additionally, we will continue to provide our community with newsletters, surveys, board reports, etc.

- b. Describe how the district assists schools in the development of parent policies and Title I parent/school compacts.

The Title I Parent Advisory Board is composed of parents, community members, agency staff and school personell. The composition of this group includes members from historically underrepresented groups such as African American and Hispanic populations and representatives from proverty prevalent areas. The Title I parent coordinator plays a vital role in involving underrepresented parents in the Title I program. The parent coordinator assists the individual schools in the development of parent policies and parent-school compacts.

- c. Describe how parents, students, teachers, and representatives of business and industry, through the Perkins Advisory Committee, were involved in the planning, implementation, and evaluation of the career technical programs assisted by this grant.

In addition to what is outlined in 6.a., each vocational program within the District has a functioning advisory committee. These committees are made up of parents, teachers and business representatives. They are required to meet regularly. Agenda and meeting minutes are available upon request.

- d. Describe local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators.

The District will utilize technology to promote parent involvement several ways. These include special parent nights in curricular and academic support areas illustrating the online services the District promotes (Title I, Math, ELA, etc.) Each academic area is building a parent web site to further enhance parent accessibility to programs and student support. Accountability also has a web site for parent information about DSTP and Accountability. As the level of materials on the web site increases, instructional parent extension activities will also be included. We will also add the capability for the school library collection to be viewed online in all of our schools (Web Collection Plus).

Parents and community members will be informed of the technology programs through the activities of the monthly school level Site Councils, District and school newsletters, Open House activities and web sites themselves.

7. a. Describe how data from the professional development needs assessment and the review of scientifically-based research are analyzed and used to develop the district professional development plan and meet NCLB High Quality Teacher Requirements. Describe who was involved in the process.

Using a software package called Course Wizard, we track the professional development enrollment and completion for all employee groups. Using this documentation, we determine the portion of the staff who have enrolled and completed training in district initiatives. By identifying the gap, we are able to focus our professional development efforts and resources by teacher, grade, school, or subject. We will then offer staff development in the deficient areas or at schools that are not taking advantage of staff development offerings. We can also report to building administrators and subject supervisors where needs are so that they too can work with buildings to provide staff development. An Instructional Coach will be assigned to each school. The coach will provide assistance to the principal in facilitating the school's professional development plan and brokering the services of other experts as needed to provide professional development services.

The school and district professional development initiatives are based on student achievement data and other building and district data. The Department on Education DEEDS survey information will also be used, once it has been compiled. In addition pathways to excellence academic achievement plans are developed by each school based on their student achievement data and other building data and the needs of students are identified in these plans. Professional Development is planned for developing teacher skills and talents that will increase student achievement in the deficient areas and to decrease the achievement gap. This information is used for professional development initiatives on both the school and district level. A survey of teachers via email and results from workshop evaluations were also used. Data was collected on what the teachers saw as their need for professional growth and then compiled and shared with the person(s) supervising the specific area. In addition, evaluation and feedback forms are collected at the completion of each professional development session. The teacher input is used to monitor on-going professional development and plan future offerings.

- b. Using the drop-down menu (linked to needs in questions 2 & 3) indicate the results of the professional development needs assessment and indicate district priorities within the plan (rank order).

Need	Rank Order
Improve academic achievement (PEP, PD survey, DSTP data)	1
Increased use of technology to enhance instruction and improve student achievement (see Improve Academic Performance Data Sources)	2
Improved social, emotional and physical support serviceal and physical support service	3

More intervention services for students in crisis	4

- c. Describe the professional development program the district will provide to staff and school communities as related to the needs identified in Questions #2 and #3.

In alignment with the research in best staff development practices, the District has chosen to expand the Instructional Coach positions to 27, so that one will be housed in each school (two positions .5 time). Twenty four of the positions will be funded from the consolidated grant. (3 funded from other sources) in order to provide on-site staff development facilitation, modeling and coaching for K-12 English/language arts, 5-8 social studies, K-12 mathematics, technology, and elementary science (Smithsonian). Each primary school staff will continue to receive extensive training in early reading intervention strategies, student assessment techniques, balanced literacy and flexible grouping strategies. Professional development in mathematics will be provided for elementary school staff designed to equip them with the knowledge and skills they need to improve student performance and students' preparation for real life. Workshops and training sessions will be aligned with program goals and will include emphasis on techniques for improving students' basic and higher order mathematics and the effective use of instructional technology. Middle school (6-8) teachers will implement standards-based curriculum using strategies for effectively teaching mathematics concepts and connections to real life. With the adoption of an Integrated Curriculum at the high school level, students will now experience standards-based mathematics curriculum K-12. Elementary science teachers will continue to receive training in the Smithsonian project science so that they, in turn, will become district trainers. Technology training will continue for differentiated levels of expertise. Teachers will have access to assistance as they work to achieve highly qualified" status through resources for Praxis II preparation, tutoring, and tuition reimbursement assistance. Finally, school teams will continue to be equipped with high quality staff development modules that will enable them to conduct meaningful professional development activities designed to meet the unique training needs of each faculty member.

Professional development will also occur in the areas of health education and drug and violence prevention, conflict resolution, student assistance training, intervention strategies, school climate improvement and cultural diversity for staff, parents, and community members. Workshops and training sessions will be aligned with program goals and offered in conjunction with implementation schedules.

Some of the professional development programs that will be offered district-wide include::

Title I staff development will be provided to all paraprofessionals to help them meet the requirements of the No Child Left Behind Act (NCLBA). Workshops will be provided on staff development days to meet state core competencies designed for paraprofessionals. Follow up observations and coaching will be provided by designated Title I teachers and cadre members.

Title I staff will meet quarterly. Workshops on Title I Law, Technology Integration, and Reading, Writing, and Math in the content areas will be provided at each session.

Parent involvement training will be provided to Title I paraprofessionals in all Title I schools. The focus will be on recruiting parents to become involved in a meaningful way in their children's education. Local parent advisory boards will be developed. The Title I Parent Coordinator will oversee this initiative.

There will be a major emphasis on collecting a variety of data and mining the results, to make decisions for instruction.

There will also be training on strategies to maintain consistent and appropriate pacing of curriculum.

Training will be provided for community centers to help support students in their after school and tutoring programs.

LoTi training will continue to be provided to enhance the roll of technology in the classroom to increase student achievement.

All of the School Improvement Plans delineate the professional development activities that support their school objectives. Many of the schools within those school improvement plans will initiate study groups to keep abreast of current research and to discuss strategies proven for educating students from diverse backgrounds.

- d. Describe the technical assistance the district will provide to schools for the effective implementation of programs contained in this application.

The Service Integrateion Teams for each of the project charters, especially the K-12 Curriculum Charter will assist in the implementation of school plans.

Instructional Coaches are available in all curriculum areas for all schools

Superintendent visits each school to talk about their progress in implementating their plan

Principal meeting every other month focuses on school improvement

Delaware Administrators School Leadership (DASL) through University of Delaware trains principals and aspiring administrators on school improvement related topics

Time-line is provided each year for Pathways to Excellence Plans implemented and progress checked.

Assistance is given in analysis and disaggregating data in all subjects for all schools.

The Title I manager assists in helping administrators and Title I staff collect, analyze, and adjust instruction based on information gathered on students. The Title I manager is responsible for the planning, implementing, designing and monitoring of the technology component of the Title I program in 14 Title I schools.

8. a. Describe the district's evaluation plan by identifying the goals outlined in Question #4, the evaluation measures that will be used, and the analysis processes/procedures.

Improve academic achievement

Goal	Evaluation Measures/Instruments	Analysis Process/Procedure(s)
Improve student achievement	By 2005, grade 3, 5, 8 and 10, students will meet or exceed the state standard in all areas measured by the DSTP-I as projected in the Superintendent's Performance Targets for reading, math, and writing	In the Evaluation and Monitoring section of each school's pathways to excellence plan DSTP-I and II data will be disaggregated, examined and reported as to progress made from year to year. Analysis at the individual student level will also be compiled.
	and the targets set in the summary of district plans in this grant for science and social studies.	Schools will also examine other assessment data such as district level tests, DIBELS, (Standards Master/NWEA), PSAT/SAT scores, Running Records, STAR, and IRIs to ensure growth is occurring throughout the school year.
	By 2005, 88% of all third grade students, 80% of all fifth grade students, 72% of all eighth grade students, and 68% of all tenth grade students will perform at level 3 or higher in reading as measured by the Delaware Student Testing Program (DSTP).	The District will monitor school reports such as growth data and early intervention data and will examine disaggregated district DSTP-I and II data to monitor growth. School visits will occur where growth reports are showing concern.
	By 2005, 53% of all third grade students, 63% of all fifth grade students, 76% of all eighth grade students, and 69% of all tenth grade students will perform at level 3 or higher in writing as measured by the Delaware Student Testing Program (DSTP).	The analysis process will include longitudinal comparisons, correlation studies, matched pair studies or other analytical designs deemed appropriate.
	By 2005, 79% of all third grade students, 72% of all fifth grade students, 43% of all eighth grade students, and 46% of all tenth grade students will perform at level 3 or higher in mathematics as measured by the Delaware Student Testing Program (DSTP).	All data is disaggregated by gender, race, LEP, special needs, SES, etc. and examined by building and district administrators.

		Service Integration Team members will keep watch on the data as it is collected throughout the year. Schools under improvement will report this data at each quarterly meeting of the School Support Team.
	Based upon the results of an annual data analysis of student attendance, achievement, suspension and promotions rates, there will exist within 3 years, a comprehensive continuum of alternative services and intervention programs in grades K-12.	The District will review and disseminate student data tracking results for its district-wide intervention/prevention programs. Included in the analysis will be:
		* Changes in attendance statistics
		* Teacher evaluations
		* Alignment of health curriculum
		to national standards
		* Review of progress reports
		* Implementation of comprehensive school counseling plan
		* Student conduct reporting
		* School safety audits
		Review of school suspension/expulsion data
		Review of alternative placement committee
		referrals
		Increase Parent and Community
		Participation
		District Wide Tracking Results
		START Team Referrals
		Staff Development on Classroom
		Management and Disruptive Behavior
		School Resource Officer Reports
		Supplemental training on health curriculum will be provided for all identified K-6 teachers throughout the school year.

		Trainers on Health Curriculum will be implemented for all K-6 teachers throughout the school year. As teachers are trained implementation will be evaluated.
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8. b. Describe how and when the district will report the results of its evaluation of the goals and objectives identified in this application to parents and other audiences at both the district and local school levels.

The District will measure the success of its plan against the achievement goals in English/Language Arts, Mathematics, Science, and Social Studies. In other words, student achievement in those areas will be the basic for determining progress within the District. In addition, the student data tracking results, agency data collection, staff feedback instruments and focus groups, student and teacher program evaluations, parent surveys and district data will be used to evaluate the violence, drug prevention and school climate initiatives.

Evaluation and program information will be presented to the Superintendent, the Parent Advisory Councils (PAC), the Project Management Oversight Committee (PMOC), administrators, School Councils, school community and the community via district publications, the District Website, and in the District Profile. Each of these groups has broad representation from each constituency group in the District and will, in turn, help to review and revise the District plan as needed.

At the school level, each school council must evaluate its Pathways to Excellence Plan in terms of the benchmarks which were identified in its plan. Each school council is responsible for monitoring progress and reporting to its school community. The buildings will use PTA meetings, school and classroom newsletters, school profile and school council publications as vehicles of communication.

At the District level, the program managers will assist schools to collect, develop and analyze appropriate data. Each manager will collect appropriate data for monitoring progress at the District level.

- c. Describe how the evaluation results will be used to develop future plans.

As data is collected and analyzed related to each objective, school committees and/or district committees will evaluate effectiveness of programs, instructional strategies, and organizational models.

District collected data (at least 4 times/year) and classroom data will be used to help teachers determine classroom and individual students needs in order to make classroom instructional decisions.

B. SUMMARY OF DISTRICT/SCHOOL/COMMUNITY PLANS

Complete the chart on the following page defining how your district/schools/communities will meet the goals identified in Question #4. This chart summarizes your district-level and school-level activities.

Summary of District/School/Community Plans**Goal: 1. Improve Student Achievement**

Target Group	Measurable Objective and Evidence of Accountability (Please number the objectives)	Activity	Timeline	Source of Funds
K-12 Teachers, Students, Administrators	1.1 By 2005, 88% of all third graders, 80% of all fifth graders, 72% of all eighth graders, and 68% of all tenth graders will meet or exceed the standards in reading as measured by DSTP.	1.1.1 Employ 7 instructional coaches in language arts and .25 kindergarten cadre (For a total of 7.25 language arts teacher cadre.)	August to June	Curriculum/ Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds
K-1 Students		1.1.2 Title I will employ 1 reading specialist to serve as a Reading First Coach at the parallel program at McVey.	August to August	Title I
K-6 Students		1.1.3 Title I will provide supplementary reading language arts service to LEP students through the Title I program at all 14 Title I schools as identified by Title I selection criteria.	August to August	Title I
K-12 Administrators, Teachers		1.1.4 Teacher and administrator training on best practices for teaching reading and helping struggling readers will be provided as evidenced by workshop sign-in sheets, evaluations, and staff development.	July to July	Curriculum/Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds

K-3 Students		1.1.5 Title I will provide research based reading instruction to at-risk students in 14 Title I schools.	August to August	Title I
K Teachers, Principals		1.1.6 All new kindergarten teachers and principals will be trained on kindergarten report cards and curriculum.	August to November	Title I, Title II, Professional Development, Local
K-3 Teachers, Administrators		1.1.7 Title I will provide technical training and support to 14 schools in the computer based learning systems which are correlated to the state standards in reading and writing, (Fast ForWord and HOSTS).	August to August	Title I
K-1 Teachers		1.1.8 . Provide staffing for Fast ForWord and ELA HOSTS computer assisted learning programs at Title I schools .	August to June	Title I
Grade 1 Teachers, Administrators		1.1.09 First grade teachers and/or administrators will be trained on phonemic awareness and phonics instruction.	July to July	Curriculum/Professional Development, Teacher to Teacher Cadre, Title I, Title II
K Teachers, Administrators		1.1.10 Kindergarten teachers will be trained in phonemic awareness and phonics instruction.	August to August	Curriculum/ Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds
K-3 Teachers, Administrators		1.1.11 Teachers will be trained to use miscue analysis during running records to make instructional decisions. (K-3)	August to August	Curriculum/ Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds
1-3 Teachers, Administrators		1.1.12 All new teachers in grades 1-3 will be trained in Early Intervention strategies.	August to August	Curriculum/ Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds

3-8 Teachers, Administrators		1.1.13 Continue training for teachers/administrators in Project Success Intervention Framework (grades 3-8).	July to July	Curriculum/ Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds
K-3 Teachers, Students, Administrators		1.1.14 Early Intervention and Project Success materials, will be purchased as teachers are trained or for IIP, intervention, and summer school.	July to July	Early Intervention (K-3) Extra Time
K-8 Teachers, Students, Administrators		1.1.15 Continue training for teachers/administrators in the Balanced Literacy Framework, Grades 1-8.	August to August	Curriculum/ Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds
K-6 Schools		1.1.16 All Title I school-wide schools will implement school compacts.	August to August	Title I
7-12 Teachers, Administrators		1.1.17 Continued training and new secondary teachers will be trained on Project CRISS.	August to August	Curriculum/Professiona I Development, T/T Cadre, Title II, Local Funds
K-6 Schools		1.1.18 All Title I school-wide schools will disseminate the Christina Parent Involvement Policy.	August to August	Title I
K-12 Teachers, Para- professionals		1.1.19 Provide training to administrators and paraprofessionals in standards based reading/writing curriculum and best practices.	July to July	Curriculum/ Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds
K-6 Title I Parents		1.1.20 Title I will conduct parent workshops in reading and writing districtwide.	August to August	Title I
Grades 2-6 Teachers, Administrators		1.1.21 Rewrite the District Grades 2-6 ELA curriculum as state standards are revised.	August to August	Curriculum/Professiona I Development, Title II, Local
Grades K-12 Teachers, Administrators		1.1.22 Provide after school and summer workshops for teachers in reading/writing.	August to August	Curriculum/Profes- sional Development, Title II, Local

Grades K-12 Teachers, Administrators		1.1.23 Instructional coaches will coach and do model lessons for teachers who have been trained in past years.	August to June	Curriculum/Professional Development, Teacher to Teacher Cadre, Title I, Title II
Grades K-12 Teachers, Administrators		1.1.24 Provide support for school based professional development.	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title I, Title II
K-12 Teachers		1.1.25 Successful implementation of proven reading strategies will be monitored and appropriate coaching given as measured by activities such as instruct coach daily logs, yearly summaries, supervisor and principal observations and walk-through activities.	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title I, Title II
K-12 Teachers, Administrators		1.1.26 Administrators and teachers will be trained in Assessment and Accountability issues as related to NCLB and Reading First.	August to August	Title I, Reading First Grant
K-6 Teachers, Administrators, Students		1.1.27 Provide computer assisted reading instruction in Title I labs to identified students. Grades K-6 HOSTS/Fast ForWord	August to June	Title I
K-12 Teachers, Administrators, Students		1.1.28 Provide extended day and summer school instruction to help students meet state standards.	August to July	Extra Time
K-6 Schools		1.1.29 Support schools under Federal School Improvement for Supplemental Services with Instructional Coaches and Central Administration assistance	August to May	Title I
K Teachers		1.1.30 All kindergarten teachers will receive ABC Decarian training and materials.	August to July	Curriculum/Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds, Early Intervention Funds
Grade 9 Teachers		1.1.31 (10-15) Regular and special education teachers working with the DSTP Reading 9th grade academy will be trained in reading strategy instruction.	August-July	Curriculum/Professional Development, Title II

K-4 Teachers, Administrators		1.1.32 Administrators/teachers in K-4 schools will continue to receive training in the components of Reading First.	August to July	Curriculum/Professional Development, Title II
K-3 Teachers, Administrators		1.1.33 Teachers/administrators of K-1 will continue to receive training and training materials in DIBELS.	August to July	Curriculum/Professional Development, Title I, Title II
K-8 Students		1.1.34 Compile and use the data from OCR report to establish a baseline of numbers of students currently receiving G/T services.	August to August	Local Funds
K-12 Teachers, Administrators		1.1.35 Curriculum and professional development materials and training to support differentiated instruction with classrooms and to support students in Advanced Placement Courses	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project
K-12 Teachers, Students, Administrators	1.2 By 2005, 55% of all third graders, 63% of all fifth graders, 76% of all eighth graders, and 69% of all tenth graders will meet or exceed the standards in writing as measured by DSTP.	1.2.1 Teacher/administrator training in writing will be evidenced by workshop sign-in sheets, evaluations, and staff development offerings.	July to July	Curriculum/Professional Development, Title I, Title II, Teacher to Teacher Cadre
K-6 Teachers		1.2.2 Provide staffing for HOSTS programs at designated Title I school sites.	August to August	Title I
K-12 Teachers, Administrators		1.2.3 One hundred (100) teachers/administrators will be trained in Six Traits Grades K-12.	August to August	Curriculum/Professional Development, Title I, Title II, Teacher to Teacher Cadre
K-10 Teachers, Administrators		1.2.4 Teachers and administrators will receive training in progress monitoring such as Standards Master and NWEA assessment tools.	August to August	Curriculum/Professional Development, Title II
K-3 Teachers, Administrators		1.2.5 All buildings containing Grades K-3 will be trained in the use and grading of students in relationship to the developed primary and kindergarten report card.	August to August	Curriculum/Professional Development, Title II, Teacher to Teacher Cadre

K-12 Teachers		1.2.6 Fifty (50) teachers will receive training from DWP.	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds
K-3 Teachers, Students, Administrators		1.2.7 All teachers and administrators will receive a minimum of 1 hour training on the use of writing prompts and anchor papers for the purpose of progress monitoring.	August to June	Early Intervention, Curriculum/Professional Development, Teacher to Teacher Cadre, Title I, Title II, Title VI, Local funds
K-6 Parents		1.2.8 Title I will conduct parent workshops in reading, writing, and/or math.	August to August	Title I
Grades 1-3 Teachers		1.2.9 Training and materials for Writer's Workshop will be available to teachers in Grades 1-3 not currently implementing the model.	August to August	Curriculum/Professional Development, Early Intervention, Title II, Local Funds
K-6 Teachers		1.2.10 The Title I staff will conduct site-based workshops in their respective schools.	August to August	Title I
K-6 Title I Parents		1.2.11 Conduct parent events such as Family Literacy Nights. (K-3)	August to August	Title I
K-12 Teachers, Administrators, Students		1.2.12 Provide training for teachers/administrators in assessing students thinking, rubric writing, and scoring.	August to August	Curriculum/Professional Development, Title I, Title II
K-12 Teachers, Administrators		1.2.13 Elementary and secondary ELA committees will rewrite curriculum guides.	October to August	Curriculum/Professional Development, Title I, Title II
K-12 Teachers, Administrators		1.2.14 Assistance to buildings will be provided in facilitating teacher collaboration on improving instructional practices through activities such as lesson study, peer observation, focus groups, and book talks.	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds
K-12 Teachers, Administrators		1.2.15 Provide support for school based professional development and related travel.	July to July	Curriculum/Professional Development, Title I, Title II

K-12 Teachers, Administrators		1.2.16 Implementation of effective writing strategies will be monitored through coaches daily logs, principal observation, supervisor observation, walk through and appropriate coaching and training given by as instruct. Coaches, outside resource personnel, and/or master teachers.	July to July	Curriculum/Professional Development, Title I, Title II, Local Funds
K-12 Teachers		1.2.17 Instructional coaches will coach and do model lessons for all teachers who have taken training K-12.	August to June	Curriculum/Professional Development, Title I, Title II
K-12		1.2.18 Instructional coaches will model various instructional strategies and coach for all teachers related to their content areas.	July to July	Curriculum/Professional Development, Title I, Title II, Local Funds
K-12 Administrators, Teachers		1.2.19 Principals will continue to receive Professional Development and use class observations to monitor the objective implementation of strategies of teachers who have received training.	July to July	Curriculum/Professional Development, Title I, Title II, Local Funds
K-12 Teachers, Administrators		1.2.20 Principals and central office will arrange for walk-throughs in their buildings on a regular basis.	August to June	Local Funds
K-12 Students, Teachers		1.2.21 Staff will be trained in analyzing student diagnostic data collected 4-5 times a year in order to make sound instructional decisions	August to June	Curriculum/Professional Development, Teacher-Teacher Cadre, Title I, Title II, Local Funds
K-11 Students and Teachers		1.2.22 Provide extended day and summer school instruction to help students meet state standards.	August to June	Extra Time
4-6 Title I Schools		1.2.23 Title I staff will support school improvement teams in developing PEP plans, writing, and developing school-wide programs for students performing below the standards - small group instruction and resources to teachers.	August to June	Title I
K-6 Teachers, Students, Para-professionals, Administrators		1.2.24 Title I Teachers and paraprofessionals will be employed by Title I to provide supplemental reading, writing, math, and kindergarten support to identified Title I students.	August to June	Title I

K-12 LEP Students, Parents, Teachers, Administrators		1.2.25 Continue to contract with University of Delaware's English Language Institute to provide LEP Services for grades 1-6	August to June	LEP, Title III, Local Funds
K-12 Students		1.2.26 Provide translation support whenever possible for all schools serving LEP Students.	August to June	Local, Title III
K-12 Students		1.2.27 Order supplemental instructional materials for ESL and Bilinugal teachers that will assist students in language acquisition.	August to June	Local, Title III
k-12 Students		1.2.28 LAS test to be administered to any new LEP student for identification, program placement, and database coding.	August to June	Title III, Local Funds
K-12 Students, Parents		1.2.29 Parent notification via form letter regarding LEP identification and program placement.	August to August	Local Funds
K-12 Students, Parents		1.2.30 Parent notification of post-test results on whether or not there was any growth in language acquisition.	August to August	Local Funds
K-12 Parents		1.2.31 Conduct quarterly meetings for parents of LEP students	August to June	Title IV
K-12 Parents		1.2.32 Conduct LEP parent satisfaction surveys after parent meetings and conferences.	August to June	Title III, Local Funds
K-12 Parents, Students, Teachers, Administrators		1.2.33 Provide bi-monthly newsletters on LEP program.	August to June	Local Funds
K-12 Parents, Students		1.2.34 Assist parents in enrollment of adult ESL classes.	August to June	Local Funds
K-12 LEP Students		1.2.35 Contracted services with University of Delaware's English Language Institute to employ 3 ESL teachers and 2 parttime paraprofessionals.	August to June	LEP, ETP

K-12 Teachers, Administrators, Students		1.2.36 Administrators and 300 teachers will be trained in assessment and accountability issues. Grades K-12	August to June	Curriculum/Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds
K-12 Teachers, Administrators		1.2.37 Instructional coaches will coach and do modeling for all teachers who have taken training in the past year. Grades K-12	August to June	Title I, Title II, Curriculum/Professional Development, Teacher to Teacher Cadre, Local Funds
K-12 Para-professionals		1.2.38 Instructional coaches will model various instructional strategies and coach for all teachers related to their content areas for Title I paraprofessionals. Grades K-12	August to June	Title I, Title II, Curriculum/Professional Development, Teacher to Teacher Cadre, Local Funds
K-12 Administrators		1.2.39 Principals will continue to receive Professional Development and use class observations to monitor the objective implementation of strategies of teachers who have received training.	July to July	Title I, Title II, Curriculum/Professional Development, Teacher to Teacher Cadre, Local Funds
K-12 LEP Teachers, Students, Administrators		1.2.40 The Bilingual and ESL program will monitor student growth and progress in language acquisition. The ELP assessment will be given in the spring to determine progress or attainment of English.	August to June	LEP and Title III
K-6 Teachers, Paraprofessionals, Administrators		1.2.41 Schools will regularly disaggregate their data in accordance with IASA guidelines to ensure that the performance gap is being narrowed.	August to August	Local Funds
K-12 Students, Teachers, Administrators, Private Schools		1.2.42 Allocate Title III funds to private schools to purchase testing materials to identify LEP students.	September to May	Title III
K-12 Teachers, Administrators, Students	1.3 The percentage of students meeting or exceeding the standard in Math will increase: by the end of 2004-05 school year at least 66% of all students and all subgroups will meet or exceed state standards in mathematics as measured by the DSTP I.	1.3.1 Employ 6 Mathematics Instructional Facilitators for Grades 1-12 and .25 teacher cadre for kindergarten professional development. (For a total of 5.25 Mathematics Instructional Facilitators)	August to June	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project

K-12 Teachers, Administrators, Para- professionals	By 2005, 79% of all third grade students, 72% of all fifth grade students, 48% of all eighth grade students, and 48% of all tenth grade students will perform at level 3 or higher in mathematics as measured by the Delaware State Testing Program (DSTP).	1.3.2 Contract services for math specialist to deliver professional development for a total of 50 days.	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds
K-12 Teachers, Administrators, Paraprofessionals		1.3.3 Provide training for teachers, administrators, and paraprofessionals in standards-based/problem centered mathematics curricular materials.	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project
K-6 Students, Teachers		1.3.4 Title I will provide staffing to provide research based math instruction to at-risk students in Title I schools.	August to June	Title I
K-12 Teachers, Paraprofessionals Administrators		1.3.5 Provide after-school, school day, and summer workshops for teachers, administrators, and paraprofessionals in mathematics and best practices in teaching.	August to June	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project
K-6 Teachers, Administrators, and Students		1.3.6 Title I will provide technical training and support to 14 schools in HOSTS computer based learning system which is correlated to the state standards in reading, writing, and math.	August to August	Title I
K-12 Students, Teachers, Administrators		1.3.7 Teacher Instructional Coaches will provide coaching, modeling, and support for nationally validated mathematics curricula.	August to June	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project
K-12 Teachers, Administrators		1.3.8 Instructional Coaches will coordinate professional development across disciplines for host school.	August to June	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project

K-6 Parents, Students		1.3.9 Title I will conduct parent workshops in reading, writing, or math at each Title I school.	August to August	Title I
K-6 Teachers, Students, Paraprofessionals		1.3.10 Teachers and paraprofessionals will be employed by Title I to provide a supplemental reading, math, and kindergarten support to identified Title I students. (See 1.2.2)	August to June	Title I
K-12 Teachers		1.3.11 Provide opportunities for peer observation, peer coaching/mentoring and reflection on best practices.		Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project
K-12 Parents and Community		1.3.12 Provide information and assistance to parents in helping their child become mathematically proficient through various mediums (e. g. website, parent nights, newsletters, conferences, classroom letters)	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project, Title I
K-12 Teachers, Students, Administrators		1.3.13 Staff will be trained in analyzing student diagnostic data collected 4-5 times a year in order to make sound instructional decisions	August to June	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds
K-12 Students		1.3.14 Provide instruction and instructional materials for extended day and summer school instruction to help students meet state standards.	August to August	Extra Time
K-12 Teachers, Students, Administrators		1.3.15 Schools will regularly disaggregate their data in accordance with NCLB guidelines and adjust program to help close the performance gap.	July to July	Curriculum/Professional Development, Teacher to Teacher Cadre, Title I, Title II, Local Funds, U of D Children's Math Project
K-12 Teachers, Administrators & Students		1.3.16 Teachers and Administrators will collect a variety of data. They will use the resulting data to identify needs of teachers and students and plan training and student interventions.	August to May	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project, Title I

K-12 Administrators		1.3.17 Provide professional development for all administrators related to quality curriculum, instruction, and assessment practices in mathematics.	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project, Title I
K-12 Teachers		1.3.18 Curriculum and professional development materials and training to support differentiated instruction with classrooms and to support students in Advanced Placement Courses	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project
K-12 Teachers, Administrators		1.3.19 Teachers/administrators will be trained in examining student verbal and written work to assess sophistication of understanding and gaps in understanding to plan for future instruction.	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project, Title I
K-12 Teachers, Administrators		1.3.20 Elementary and Secondary Math Committees will continue to identify and/or develop assessment items to measure student growth.	August to June	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project
K-12 Teachers, Administrators		1.3.21 Assistance to buildings will be provided in facilitating teacher collaboration on improving instructional practices through activities such as lesson study, peer observation, and focus study groups.	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project
K-12 Teachers, Administrators, Paraprofessionals		1.3.22 Provide budget support for school based professional development and related travel.	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project, Title I
K-12 teachers		1.3.23 Monitor/Revise Curriculum and Pacing guides	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project

PK-1 teachers		1.3.24 Development/Alignment of Pre-K math curriculum with grade 1 curriculum	August to August	Curriculum/Professional Development, Teacher to Teacher Cadre, Title II, Local Funds, UD Children's Math Project
K-12 Teachers and Administrators		1.3.25 Provide professional development using print and video support materials that enhance and extend teacher and administrator knowledge of best practices and teaching in a block schedule for core content areas.	August-August	Curriculum and Professional Development, Title II, and Local Funds
K-8 Teachers, Administrators, Students	1.4 Elementary students will achieve the following improvement in science as measured by the percentage of students achieving a performance level of 3 or better on the DSTP. - Grade 4 will improve from 89.25 to 90.15%. - Grade 6 will improve from 68.13% to 70.79%. - Grade 8 will improve from 37.68% to 48.06%.	1.4.1 Employ .25 kindergarten teacher in science for K Instructional coach replacement and replacements for two coaches for Grades 1-12 in science.	August to July	Title II, and Curriculum/Professional Development
K-8 Teachers, Administrators, Students		1.4.2 Teachers/administrators/instructional coaches will continue training and implementation of inquiry based science (Smithsonian).	July to July	Title II, Curriculum/Professional Development, Local Funds
K-8 Teachers, Administrators		1.4.3 Refine the District science curriculum alignment with state standards and grade cluster expectations.	July to July	Title II, and Curriculum/Professional Development, Local Funds
K-8 Teacher, Administrators		1.4.4 Provide 3 training sessions per grade per year for K-8 Smithsonian kits.	July to July	Title I, Title II, and Curriculum/Professional Development
K-8 Teachers, Administrators, Students		1.4.5 Provide extended day and summer school instruction to help students meet state standards.	July to July	Extra Time

K-8 Teachers		1.4.6 Peer coaching and visitations in other classrooms.	August to June	Title II, Curriculum/Professional Development, and Local Funds
K-12 Administrators		1.4.7 Procedures for administrative classroom observations will be developed, implemented, and monitored.	August to August	Title II, Title I, Curriculum/Professional Development, and Local Funds
K-12 Teachers, Students, Administrators		1.4.8 Teacher created assessments will continue to be produced and administered including pre and post test assessments. The assessments will be across the district by grade.	July to July	Title II, Title V, Local Funds
7-12 Teachers, Administrators, Students	1.5 Secondary students will achieve the following improvement in Science as measured by the percentage of students achieving a performance level of 3 or better on the DSTP.	1.5.1 Peer coaching and visitations in other classrooms	September to June	Title II and Teacher to Teacher Cadre
7-12 Teachers, Administrators, Students	- Grade 8 will improve from 37.68% to 48.06%.	1.5.2 Hold regular staff development and curriculum alignment sessions for secondary science staff.	September to July	Title II and V, and Teacher to Teacher Cadre
7-12 Teachers, Administrators, Students	- Grade 11 will improve from 49.8% to 58.16%.	1.5.3 Align and refine district wide pre-post assessments for Grades 7, 8, 9, 10.	July to July	
7-12 Teachers, Administrators, Students		1.5.4 Refine and align with state standards Grades 9 and 10 science curriculum. (Connected/aligned curriculum in 11th grade finalized 2004-05.)	July to July	Title II, Curriculum/Professional Development
7-12 Teachers, Administrators, Students		1.5.5 Provide extended day and summer school instruction to help students meet state standards.	July to July	Extra Time
7-12 Teachers, Administrators, Students		1.5.6 Provide budget support for school based professional development and related travel.	July to July	Title V, Curriculum/Professional Development

K-12 Students, Administrators, Teachers	1.6 The percentage of students meeting or exceeding the standard in Social Studies will increase: -The percentage of students in Grade 4 meeting or exceeding the standard will increase from 61% to 68% in Fall 2004. -The percentage of students in Grade 6 meeting or exceeding the standard will increase from 62% to 65% in Fall 2004. -The percentage of students in Grade 8 meeting or exceeding the standard will increase from 51% to 57% in Spring 2005. -The percentage of students in Grade 11 meeting or exceeding the standard will increase from 49% to 54% in Spring 2005.	1.6.1 Employ .25 kindergarten teacher in social studies for Instructional Facilitator replacement, and replacements for 5 Instructional Facilitators in Grades 1-12 social studies.	August to June	Title II, Curriculum Professional Development, Local Funds
K-12 Students, Administrators, Teachers		1.6.2 Revise Social Studies curriculum K-12 to more closely align with state standards, grade level clusters, and grade level assessment.	July to July	Curriculum/Professional Development, Title II, Local Funds
Grade 7 Students		1.6.3 Continue third year of the 7th grade field test of standards based Social Studies curriculum designed by CSD committee.	August to July	Curriculum/Professional Development, Title II, Local Funds
Grade 6 Students		1.6.4 Continue a 6th grade field test of standards based Social Studies curriculum designed by CSD committee.	July to July	Curriculum/Professional Development, Title II, Local Funds
Grade 8 Students		1.6.5 Continue an 8th grade field test of standards based Social Studies curriculum designed by CSD committee.	July to July	Curriculum/Professional Development, Title II, Local Funds

9-12 Teachers, Administrators, Students	1.7 Sixty percent of students completing a sequential Career/Technical Pathway defined on a career planning form, will secure a 3 or above 10th grade DSTP in ELA and math by completion of the 12th grade year	1.7.1 Teacher/administrator training and incorporation of best practice strategies for vocational technical teachers to include effective use of Microsoft tools, AutoCad, statistical software and a follow-up time of reflection, lesson plan writing, coaching, and peer observation.	August to August	Perkins, Curriculum and Professional Development, Title II
Grades 7-12 Students, Teachers	1.8 Sixty percent of students completing a technical pathway will meet or exceed the state skill standards as determined by a state test or local assessment	1.8.1 Upgrade technology lab at Gauger Middle School	September to June	Perkins
Grades 7-12 Students, Teachers		1.8.2 Upgrade equipment at Family and Consumer Science at Gauger Middle School	September to June	Perkins
Grades 9 - 12 Students, Teachers		1.8.3 Upgrade technology in the graphics lab at Glasgow High School	September to June	Perkins
Grades 9 - 12 Students, Teachers		1.8.4 Provide support for additional training for vocational staff/administrators on new and emerging technologies.	September to June	Perkins and Curriculum/ Professional Development
Grades 9 - 12 Students, Teachers		1.8.5 Continue to contract with BIE to provide career exploration services	September to June	Perkins
Grades 9 - 12 Students, Teachers		1.8.6 Upgrade technology in Business Education labs at Christiana, Glasgow and Newark high schools	September to June	Perkins
Grades 9 - 12 Students, Teachers		1.8.7 Employ a job coach to work with the Networks Program.	September to July	Perkins
Grades 9 - 12 Students, Teachers		1.8.8 Provide work study funds for students with disabilities to work through the Networks program.	September to July	Perkins

Grades 9 - 12 Students, Teachers		1.8.9 Purchase necessary equipment for growth and expansion of the landscaping Networks program., Floralworks program, Greenworks program, Munchworks program, Teamworks program, and the FFA program.	September to July	Perkins
Grades 9 - 12 Students, Teachers		1.8.10 Upgrade the computer technology in various vocational labs within the district.	September to August	Perkins
Grades 9 - 12 Students, Teachers		1.8.11 Upgrade equipment for Family and Consumer Science at Newark High School.	September to June	Perkins
K-12 Teachers, Administrators	1.9 Facilitate the integration of instructional technology into the District's standards-based curriculum to support enhanced student achievement as measured by (1) District participation records and (2) DSTP outcomes.	1.9.1 All schools will develop on-going building level plans for the effective use of technology to support and enhance instruction and professional development.	July to July	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.2 Employ one replacement teacher for Grades 1-8 instructional technology facilitator.	July to July	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.3 The on-line toll data assessment from LoTi will be used within buildings to help gather staff development needs and integration levels and be used in the School Improvement plans.	July to July	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.4 Supervisors and cadre will develop workshops on instructional best practices in core content areas utilizing LessonLab support.	July to July	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.5 Administration will check for teacher use of instructional technology concepts in classroom lessons and activities utilizing the District LoTi walk through protocol.	July to July	Title II Technology, Local Funds

K-12 Teachers and Administrators		1.9.6 District web site(s) which supports the integration of technology into the curriculum and which provides resources and support will be maintained and promoted for classroom use.	July to July	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.7 Instructional technology integration offerings will include contracted services during the school day as well as after school workshops, and on staff development days.	July to July	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.8 The L/MS personnel will continue Big6 workshops to better assist classroom teachers with collaboration and technology integration in their teaching plans.	July to July	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.9 Technology Instructional Coach will develop lesson activities that use an instructional technology concept in the classroom as part of their workshop activities.	July to July	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.10 Using Action Research model, the District will continue an instructional technology pilot project investigating graphic organizers supporting social studies and English/Language Arts standards in writing.	July-July	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.11 To extend and enhance parent and community communication with technology, the District will initiate after school community center support for students in high-poverty and high needs schools and community including the use of e-mail.	July to July	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.12 To extend and enhance parent and community communication with technology, each library will bring the Web collection plus system online and provide parent accessibility to the school library collection via the internet and library portal.	July to July	Title II Technology, Local Funds

K-12 Parents, Teachers, Students, Administrators	1.10 All schools shall implement a school plan through Site Council as evidenced by Site Council minutes, school plans, and sign-in sheets.	1.10.1A Needs Assessment will be administered to identify professional development needs and offer training based upon those needs.	July to July	Curriculum/Professional Development, School Climate, Title IV
K-12 Teachers, Students, Administrators		1.10.2 Provide budget support for school based professional development.	July to July	Curriculum/Professional Development, School Climate, Title IV
K-12 Parents, Teachers, Administrators	1.11 Increase by at least 5% the level of parent/community participation in and knowledge of school programs as evidenced by site council rosters, compilation of parent/child project logs, surveys, PTA membership and attendance records, visiting teacher reports.	1.11.1 Provide transportation for parents who attend meetings.	July to July	Local Funds
K-12 Parents		1.11.2 Conduct parent satisfaction surveys after parent conferences.	July to July	Title I, Title V, Local Funds
K-12 Parents		1.11.3 Provide training in ELP to all appropriate staff	July to July	LEP, Title I, & Title V
K-6 Teachers, Students, Administrators		1.11.4 Title I will re-circulate outdated computers to local community centers to provide community based hands-on experience with computers.	July to July	Title I, Title V
K-8 LEP Parents, Students, Staff		1.11.5 Provide contractual support to K-8 ESL programs for parental involvement programs.	July to July	Title IV
K-12 LEP Parents, Teachers, Students, Administrators	50% of ESL and bilingual students will show improvement in English language proficiency and meet annual measurable objectives based on the ELP Assessment.	1.12.1 All new Bilingual, ESL teachers, and staff (100%) will be trained in administering the Language Assessment Scales (LAS) to LEP students to determine levels of English proficiency.	October - January	Title III
K-12 LEP Students, Paraprofessionals		1.12.2 Two Paraprofessionals will be employed to provide supplemental instructional support in the major content areas for LEP students in K-12.	August - June	Title III

K-6 LEP Parents, Teachers, Students		1.12.3 Contracted services with the University of Delaware's English Language Institute will provide 3 ESL teachers and 2 part-time paraprofessionals for ESL students in Grades 1-6.		LEP
K-12 LEP Parents, Teachers, Students		1.12.4 All Bilingual and ESL staff will receive supplemental training on the START prereferral process and language vs. learning issues for students.		LEP
K-12 LEP Parents, Teachers, Students		1.12.5 Communicate with parents when students are identified LEP and recommended for placement in LEP programs.	August to June	LEP funds
K-12 LEP Parents, Teachers, Students		1.12.6 Increase the number of LEP students served by reading resource teacher by 15%.	August to June	Title I, Title III, LEP
K-12 LEP Parents, Teachers, Students		1.12.7 Provide staff development on educating LEP students and identify strategies for success.	August to June	Title II , Title III
K-12 LEP Parents, Teachers, Students		1.12.8 Teacher participation in Summer Language Institute as offered by D.O.E. and University of Delaware.	August to June	Local Funds
K-12 LEP Students, Teachers, Administrators		1.12.9 Language practice through reading, writing, and listening activities; listening exercises to develop oral comprehension (Fair Practice, Picture Cards, Total Physical Response, Full Class Choral Repetition, Group Choral Repetition, Picture Dictionary Activities, and Cooperative Learning Groups).	August to June	Title III
K-12 LEP Students, Teachers, Administrators		1.12.10 Purchase LAS and ELP assessment materials.	August to June	Title III

K-12 All Students	1.1 - 2.7 - All Objectives	Employ one replacement teacher and pay the local share of their salary to replace a teacher cadre person serving as New Teacher Induction Cadre.	August to August	Title II
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B. SUMMARY OF DISTRICT/SCHOOL/COMMUNITY PLANS

Complete the chart on the following page defining how your district/schools/communities will meet the goals identified in Question #4. This chart summarizes your district-level and school-level activities.

Summary of District/School/Community Plans

Goal: 2. Expand and Enhance Intervention Delivery Systems for Students

Target Group	Measurable Objective and Evidence of Accountability (Please number the objectives)	Activity	Timeline	Source of Funds
Agency/Community Members, Teachers, Administrators, K-12 Students	2.1 The District will provide the capacity for servicing 3,700 students with coordinated intervention services that address academic, attendance, behavior, and school health issues as measured by the District student tracking system.	2.1.1 Workshops will be provided to offer joint training opportunities with school and external agency staff or prevention and intervention.	October to June	Title IV, School Climate
		2.1.2 Provide START services to students who have prior offenses and need counseling and intervention	August to June	School Climate
		2.1.3 Expand the intervention service delivery system district wide through specialized programs in anger management, peer leadership, conflict resolution, individualized counseling, life skills, peer mediation, truancy intervention, and mentoring.		School Climate
K-12 Students, Teachers, Administrators		2.1.4 Revise the data tracking system and develop a pilot.	August to June	School Climate

Teachers, Administrators		2.1.5 Conduct START team training/ manuals and technical assistance to support the intervention team process. Additional workshops will include violence prevention, student assistance, peer leadership, conflict resolution, and cultural diversity.	August-June	School Climate
LEP Students, Parents		2.1.6 Provide contracted services to LEP middle school students in the area of social skills development, language development, outreach, guidance, career growth and development, and any other issues deemed appropriate for referral.	August-June	Title IV
Parents		2.1.8 Increase parent involvement (low to high) by 10% in the START referral process.	August to June	School Climate, Title IV
		2.1.9 Student discipline policies and resource booklets will be disseminated to parents.	August-June	Title IV
		2.1.10 Parent workshops will be provided which address truancy, parenting issues, substance abuse, and intervention strategies.	August-June	School Climate Title IV
7-12 Students	2.2 There will be a 10 percentage point increase in the number of students who receive a course grade of "C" or better in health education and prevention courses as compared to the course grade distribution in 2003-2004.	2.2.1 Provide supplemental staff development to health education curriculum.	August to April	Title IV
		2.2.2 Develop baseline data from health education assessment itmes availabe from DOE to show growth in health knowledge and skills. (will then become the measure in coming years)	August to May	Title IV
		2.2.3 Support ongoing implementation of drug education, violence prevention curriculum, K-12 as indicated by class rosters, state wide drug and alcohol surveys, and student surveys.	August to May	Title IV

		2.2.4 A comprehensive K-12 Health education plan will be provided to students using ATOD curriculum and standards-based curriculum	August-June	Title IV, Local Funds
Teachers, Administrators		2.3.2 Provide a workshop on strategies for dealing with disruptive youth.	October 2003	School Climate
Teacher/Staff		2.3.3 Special assemblies, presentations, materials, and programs to reinforce drug and violence prevention instruction in addition to classroom instruction.	October to May	Title IV
Parents		2.3.4 Health, drug, and violence prevention curriculum and materials training for teachers/coordinators.	August to April	Title IV
Parents		2.3.5 Increase parent awareness on the effects and use of alcohol, tobacco, and other drugs.	August to August	Title IV
Students, Teachers, Administrators, and staff		2.3.6 SRO presentations and intervention services.	August to August	School Climate Title IV
Students, Teachers, Administrators, and staff		2.3.7 Contracted services to provide interventions and community outreach.	August to August	School Climate
Students, Teachers, Administrators, and staff		2.3.8 Close caption the Bullying video for the Delaware School for the Deaf.	August to August	School Climate
K-12 Students	2.4 There will be a decrease of 5 percentage points in acts of violence as measured by the District's Student Conduct reports. Note: Definition of violent acts is provided in the district annual evaluation.	2.4.1 Provide supplemental safety and intervention and SRO services to alternative schools.	August to June	School Climate
K-12 Students, Teachers, Administrators	Baseline: 2001-2002 school year district students conduct reports.	2.4.2 Complete safety audits in K-12 schools.	August to June	School Climate

K-12 Students		2.4.3 Provide intervention team and counseling services to students throughout the START program.	August to June	School Climate
Teachers/School Staff		2.4.4 Expand the intervention service delivery system district-wide by providing specialized programs in the areas of anger management, peer leadership, individualized counseling, and conflict resolution.	August to June	School Climate, Title V
K-12 Teachers, Students, Administrators		2.4.5 Additional programs will include drug and violence prevention, intervention strategies, student advocacy conflict resolution, and cultural diversity.	August to August	Title IV, School Climate
Non-public schools		2.4.6 Allocate safe and drug free schools money to non-public schools.	August to August	Title IV
Grades 9-12 all students	2.5 The District drop out rate will decrease by 1/percentage point as measured by official district records. Baseline drop-out rate reported in the District profile 2002 - 5.3%	2.5.1 Analysis for all students and categories reported in the school profiles will be conducted.	August to June	Title IV Local
9th grade students		2.5.2 All 9th grade students will have a counseling plan/career pathway identified.	August to June	Perkins
K-12 students		2.5.3 Referrals to START teams and visiting teacher will be completed on students that are at risk of dropping out.	August to June	School Climate Title IV
K-12 students		2.5.4 Provide support to alternative programs in working with at-risk students.	August to August	Title IV, School Climate
K-12 Students, Teachers, Administrators		2.5.5 Do a follow up assessment of the 2nd year of operation for the Project Stay Free Alternative Program.	August to August	Title IV School Climate
K-12 Students, Teachers, Administrators	2.6 100% of Christina Schools will be categorized by D.O.E. as a safe school as measured by fewer than 5 unsafe incidences for every 100 students enrolled for 3 consecutive years.	2.6.1 Conduct school safety audits.	August to August	School Climate

K-12 Special Schools students and staff		2.6.2 Complete school crisis plans in all K-12 and special schools.	August to August	School Climate
K-12 Students, Teachers, Administrators		2.6.3 Identify discipline committees to address discipline issues.	August to August	Title IV School Climate
K-12 Students, Teachers, Administrators		2.6.4 Identify START teams and meeting schedules in all buildings.	August to August	Title IV School Climate
Grades 9-12	2.7 The District will maintain the percent graduated or show positive progress when compared to the previous year toward attaining the state target of 90% (2013-14) as measured by individual student graduation/exit data collected in DELSIS	2.7.1 Analysis for all students and categories reported in the school profiles will be conducted.	August to August	Title IV Local
9th grade students		2.7.2 All 9th grade students will have a counseling plan/career pathway identified.	August to June	Perkins
K-12 students		2.7.3 Referrals to START teams and visiting teacher will be completed on students that are at risk of dropping out.	August to August	School Climate Title IV

B. SUMMARY OF DISTRICT/SCHOOL/COMMUNITY PLANS

Complete the chart on the following page(s) defining how your district/schools/communities will meet the goals identified in Question #4. This chart summarizes your district-level and school-level activities.

Summary of District/School/Community Plans

Goal: 3. Move Teachers to "Highly Qualified Status"

Target Group	Measurable Objective and Evidence of Accountability (Please number the objectives)	Activity	Timeline	Source of Funds
K-12 Teachers	3.1 By the end of the 2004-2005 School Year we will increase the percent of highly qualified teachers by 20%	3.1.1 Develop a pool of mentor/tutor teachers who will provide technical assistance to teachers preparing for the Praxis II exam	August-July	Title II, local
		3.1.2 Provide monetary assistance to teachers taking coursework to become highly qualified.	August-July	Title II
		3.1.3 Begin a collection of resource materials for teachers to use to prepare for the Praxis II exam	August-July	Title II
		3.1.4 Provide 50% reimbursement of registration cost for Praxis II exam	August-July	Title II

This workbook can be used to produce the the **consolidated grant application** required for application of Federal Grants. It was developed on Excel version 7.

The worksheets are adjusted to 75% of size so you can see more of the sheet and therefore some of the words seem to run past the area of the cell, however, they should print okay. If you wish you can change it to 100%.

The individual sheets **can** be printed out separately and should be copy ready, or, at least they are on the HP5si printer used to print this. **CTRL A will print all sheets if a HP5A printer is used.**

Worksheets are **linked**, therefore, any data entered into individual worksheets are transferred to the summary and program worksheets. Some columns/rows/spaces are in red. This means you should enter data into the adjacent row/column/cell.

When data is entered you can use the computer as a calculator to figure the number that should be entered into a cell. The numbers in this workbook are **DISPLAYED** to zero decimal places, therefore, if part of your entry is in cents there is a possibility that what you see is **not** what you get as the hidden cents will end up in rounding errors. To preclude this happening a good technique is to overtype what you see with what you see.

All districts must enter Title I and Title VI Public, Nonpublic, Agency breakouts should enter their data in the columns to the right of the printed sheet.

Note that salary is broken into five different types, Prof Admin, Prof Instruct, Substitutes (all benefits except pension), Support Staff (all benefits) and Students (only U.I. & W.C taken). Make certain you enter personnel into the correct category as the OEC computations are different for different types of employees.

Note that capital outlay is divided into that which **replaces already existing equipment and new equipment to serve a new function.**

You should renumber sheets in the upper right hand corner as required.

Note: The rates used for the OEC and indirect cost must be entered on the SalAdminInst (1) sheet only in the left hand column. Also enter the name of the report preparer.

You should post the grant amounts you expect for each grant in the 2nd column of SalAdminInst. In the upper left hand corner of each worksheet you will find the remaining funds amount displayed. **It assumes you take all your earned indirect cost. indirect cost. If you wish to take less indirect cost please enter the desired amount or percentage in the DirectCost&CapOutlay sheet.**

Computed numbers e.g. OEC are automatically rounded to zero decimal places. Substitutes do not get retirement funds computed in their OEC. Make certain you put all health care costs and other non-taxable benefits in the **Benefits** worksheet.

All the salary enteries must be enterer into the respective SalXXX sheet. All individuals entered in salary sheets automatically show in the **Benefits** worksheet to remind you to enter their health data.

STATE OF DELAWARE
DEPARTMENT OF EDUCATION

FEDERAL PROJECT
BUDGET FORM

Project Period From: 10/1/2004 To: 12/30/2005

Date: _____

Federal Program/Title: **FY'05 Consolidated Application**
LEA/OTHER AGENCY: Christina School District
PROJECT TITLE: _____

**EXPENSE CLASSIFICATION:
SALARIES / EMPLOYEE COSTS**

SOURCES OF FUNDING TO BE USED IN THIS CONSOLIDATED GRANT APPLICATION

Fed Acct. No.	PERSONNEL: Identify position. If part-time, show % FTE, hourly rate, hours per day, number of days, etc.	TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
100	PROFESSIONAL: Administration 100% Employ full time Manager 100% Employ full time Technology 100% Employ full time Secretary	90,000 40,000 45,500											
	Subtotal	175,500											
200	PROFESSIONAL: Instruction (1) 10 teachers hired to reduce class size in targeted schools at B + 3 37,259 1.1-1.2 employ 22 teachers to assume the classroom responsibilities of instructional coaches paid at B+3 @26,259 State, 11,000 local 1.1-1.3 Pay the local share of replacement teacher to complement the funds received for New Teacher Mentor 1.1-1.3 Stipends for Teachers participating in Math workshops 3600 @ 16.17 1.1-1.3 Stipends for Teachers participating in curriculum, pacing, and assessment development 1800 hrs @ 22.00 1.1-1.3 Teacher Stipends for non-core area workshops to improve TQ 1500 * 16.17 1.1-1.3 Stipends for Teachers participating in social studies workshops 2000 @ 16.17 1.1-1.3 Stipends for Teachers participating in science workshops _2000_ @ 16.17 1.1-1.3 Stipends for Teachers participating in ELA workshops _3600_ @ 16.17 1.3 Stipends to teachers/tutors for teachers preparing for Praxis II (200 hours x 26.69) 1.1-1.3 PRESENTER stipends for district workshops- SS,Math,Sci, ELA 1638*26.69	372,590 591,180 11,000 50,127 39,600 24,255 32,340 32,340 50,127 5,338					158,259					59,259	9,021
	Subtotal		1,145,042					256,811				68,280	

LEA/OTHER AGENCY: Christina School District

Fed Acct. No.	PERSONNEL: Identify position. If part-time, show % FTE, hourly rate, hours per day, number of days, etc.	TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
200	Prog Obj: PROFESSIONAL: Instruction (3)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
		Subtotal Inst											
		Total Pg 1&2&3	1,899,726	1,145,042	33,125	323	40,071	256,811	905,000			68,280	

LEA/OTHER AGENCY: Christina School District

Fed Acct. No.	PERSONNEL: Identify position. If part-time, show % FTE, hourly rate, hours per day, number of days, etc.	TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
200	Prog Obj: PROFESSIONAL: Instruction (4)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal Inst													
Total Pg 1,2,3,&4		1,899,726	1,145,042	33,125	323	40,071		256,811	905,000			68,280	

LEA/OTHER AGENCY: Christina School District

Fed Acct. No.	PERSONNEL: Identify position. If part-time, show % FTE, hourly rate, hours per day, number of days, etc.	TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
200	Prog Obj. <u>SUBSTITUTES: (All OEC Except Pension)</u>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal Subs													

		TITLE I	Title IID TC	TITLE III	TITLE IV	TITLE V	PERKINS	Prof Dev	Extra Time	Early Interv	School Cli	T-T Cadre	LEP
This section is for "Health Insurance/Other Non-taxed Benefits", it automatically posts to that line above.													
PROFESSIONAL: Administration													
100													
	100%	Employ full time Manager		10,000									
	100%	Employ full time Technology		5,000									
	100%	Employ full time Secretary		10,000									
PROFESSIONAL: Instruction (1)													
200													
	1.1-1.2	10 teachers hired to reduce class size in targeted schools at B + 3 37,259		136,000									
	1.1-1.3	employ 22 teachers to assume the classroom responsibilities of instructional coaches paid at B+3 @26,259 State, 11,000 local		237,200				39,120				18,240	
	1.1-1.3	Pay the local share of replacement teacher to complement the funds received for New Teacher Mentor											
	1.1-1.3	Stipends for Teachers participating in Math workshops 3600 @ 16.17		2,320									
	1.1-1.3	Stipends for Teachers participating in curriculum, pacing, and assessment development 1800 hrs @ 22.00											
	1.1-1.3	Teacher Stipends for non-core area workshops to improve TQ 1500 @ 16.17											
	1.1-1.3	Stipends for Teachers participating in social studies workshops 2000 @ 16.17											
	1.1-1.3	Stipends for Teachers participating in science workshops _2000_____ @ 16.17											
	1.1-1.3	Stipends for Teachers participating in ELA workshops _3600_____ @ 16.17											
	1.3	Stipends to teachers/tutors for teachers preparing for Praxis II (200 hours x 26.69)											
	1.1-1.3	PRESENTER stipends for district workshops- SS,Math,Sci, ELA 1638*26.69											
PROFESSIONAL: Instruction (2)													
200													
	2.4	Training on COIN for 20 counselors/advisors			22,600								
	1.12	2 full time LEP Paraprofessionals											
		Teachers - 38.5 @ \$36,876 replacement		385,000									
		Employ full time Paras 24 @ \$20,000		240,000									
		Teachers for summer ESL program @ 26.69 hr											
		Teachers for extended year program in core content areas @ \$26.69/hr											
		Teachers for extended year program in core contents to assist students with disabilities @ \$26.69/hr											
		Teachers for extended hours program in core content areas											
	2.4.4	Paraprofessionals for intervention services for students in crisis 2700 hours @ 10.83											
Subtotal Ben			650,000	375,520	22,600			39,120				18,240	
		TITLE I	Title IID TC	TITLE III	TITLE IV	TITLE V	PERKINS	Prof Dev	Extra Time	Early Interv	School Cli	T-T Cadre	LEP

		TITLE I	Title IID T	TITLE III	TITLE IV	TITLE V	PERKINS	Prof Dev	Extra Time	Early Interv	School Cli	T-T Cadre	LEP
This section is for "Health Insurance/Other Non-taxed Benefits", it automatically posts to that line above.													
<u>Support Staff:</u>													
200	1.7 - 1.8	1 paraprofessional to work as a job coach at Networks. Paraprofessional to support extended day											
									12,000				
Subtotal Ben									12,000				
Benefits Pg 1,2,3,4&Support		650,000	375,520	22,600				39,120	12,000			18,240	

LEA/OTHER AGENCY: Christina School District

Fed Acct. No.	PERSONNEL: Identify position. If part-time, show % FTE, hourly rate, hours per day, number of days, etc.	TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)																																																																																																																	
200	Prog Obj. 1.7 - 1.8 <u>SUPPORT STAFF:</u> 1 paraprofessional to work as a job coach at Networks. Paraprofessional to support extended day	\$	\$	\$	\$	\$	\$ 12,000	\$	\$ 25,000	\$	\$	\$	\$																																																																																																																	
	Subtotal						12,000		25,000																																																																																																																					
200	<u>STUDENTS: (With WC & UI)</u> Provide students with disabilities work study opportunities at prevailing minimum wage.						10,000																																																																																																																							
	Subtotal						10,000																																																																																																																							
800	<u>OTHER EMPLOYEE COSTS:</u> <table border="0" style="width: 100%;"> <tr> <td style="text-align: right;">Percent</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>FICA</td> <td>6.20</td> <td>128,664</td> <td>70,993</td> <td>2,054</td> <td>20</td> <td>2,484</td> <td>744</td> <td>15,922</td> <td>57,660</td> <td></td> <td></td> <td>4,233</td> <td></td> </tr> <tr> <td>Medicare</td> <td>1.45</td> <td>30,091</td> <td>16,603</td> <td>480</td> <td>5</td> <td>581</td> <td>174</td> <td>3,724</td> <td>13,485</td> <td></td> <td></td> <td>990</td> <td></td> </tr> <tr> <td>Pension</td> <td>13.25</td> <td>274,967</td> <td>151,718</td> <td>4,389</td> <td>43</td> <td>5,309</td> <td>1,590</td> <td>34,027</td> <td>123,225</td> <td></td> <td></td> <td>9,047</td> <td></td> </tr> <tr> <td>Workman's Comp</td> <td>1.36</td> <td>28,223</td> <td>15,573</td> <td>451</td> <td>4</td> <td>545</td> <td>299</td> <td>3,493</td> <td>12,648</td> <td></td> <td></td> <td>929</td> <td></td> </tr> <tr> <td>Unemployment Insurance</td> <td>0.12</td> <td>2,490</td> <td>1,374</td> <td>40</td> <td></td> <td>48</td> <td>26</td> <td>308</td> <td>1,116</td> <td></td> <td></td> <td>82</td> <td></td> </tr> <tr> <td>Health Insurance/Other Non-taxed Benefits</td> <td></td> <td>650,000</td> <td>375,520</td> <td>22,600</td> <td></td> <td></td> <td></td> <td>39,120</td> <td>12,000</td> <td></td> <td></td> <td>18,240</td> <td></td> </tr> <tr> <td></td> <td style="text-align: right;">Subtotal</td> <td>1,114,435</td> <td>631,781</td> <td>30,014</td> <td>72</td> <td>8,967</td> <td>2,833</td> <td>96,594</td> <td>220,134</td> <td></td> <td></td> <td>33,521</td> <td></td> </tr> </table>	Percent														FICA	6.20	128,664	70,993	2,054	20	2,484	744	15,922	57,660			4,233		Medicare	1.45	30,091	16,603	480	5	581	174	3,724	13,485			990		Pension	13.25	274,967	151,718	4,389	43	5,309	1,590	34,027	123,225			9,047		Workman's Comp	1.36	28,223	15,573	451	4	545	299	3,493	12,648			929		Unemployment Insurance	0.12	2,490	1,374	40		48	26	308	1,116			82		Health Insurance/Other Non-taxed Benefits		650,000	375,520	22,600				39,120	12,000			18,240			Subtotal	1,114,435	631,781	30,014	72	8,967	2,833	96,594	220,134			33,521														
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TOTAL SALARY & EMPLOYEE COSTS		\$3,189,661	\$1,776,823	\$63,139	\$395	\$49,038	\$24,833	\$353,405	\$1,150,134			\$101,801																																																																																																																		

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: CONTRACT SERVICES

Fed Acct. No.	List by vendor or type service. If service is to be provided by an individual, give name & position if known.	TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
800	Prog Obj. Federal Audit Fee (For FY 2004, Title I, Title II and Perkins)	\$ 5,000	\$ 5,593				\$ 1,275						
200	1.1-1.3 Math contracts for Professional Development 75 days @ 320/day		24,000										
	1.1-1.3 Kelley Services for substitutes to cover MATH PD and Secondary schools peer observation, coaching, mentoring (250 @ 140.00		35,000										
	1.1-1.3 Kelley Services for substitutes to cover SOCIAL STUDIES PD, schools peer observation, coaching, mentoring for math (153 @ 140.00		21,420										
	1.1-1.3 Kelley Services for substitutes to cover ELA PD and peer observation, coaching, mentoring for (_250___ @ 140.00		35,000										
	1.1-1.3 Kelley Services for substitutes to cover SCIENCE PD and peer observation, coaching, mentoring (_250___ @ 140.00		35,000										
	1.1-1.3 Contract for retired teacher to work with New Teacher Induction Program		10,000										
	Evaluation Fee	10,000											
	Services to Non-Public Schools	137,000											
	Registrations (IRA, NCTM, regional, local conferences, workshops, etc.)	4,000											
	Supplemental Services	400,000											
	Prof. Develop. Read/Math Teachers, Fast Forward, Literacy	50,000											
	Prof. Develop. Para Eductors	11,959											
	Nor Enterprises (subs for Professional Develop)	35,000											
	Kelly Services (subs for Professional Develop)	140,000											
	Prof. Develop. For School-wide Programs	50,000											
	Fast ForWord	125,000											
	Choice Transportation	235,000											
	Parent Involvement	6,000											
	Univ. of DE English Language Institute								67,000				
	Students transportation for extended day and summer programs								413,000				
	1.4-1.5 Registration for Science Van, Science Olympiad, and Kit Training		3,415										
	1.3 Math Lead Teacher and Video Study Training		6,000										
	1.1-2.7 On-going administrator training in Ed Leadership		10,000										
	1.1-2.7 Funds to support school level Professional Development							50,000					
	1.1-2.7 Contracts with consultants to work with staff on innovative programs in support of school improvement plans (AVID, AP expansion, Block Scheduling, Gifted, Differentiated Instruction)					55,947							
	Subtotal	1,208,959	185,428			55,947	1,275	50,000	480,000				

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: CONTRACT SERVICES

Fed Acct. No.	List by vendor or type service. If service is to be provided by an individual, give name & position if known.	TITLE I	Title IID TQ	TITLE III	TITLE IV	TITLE V	PERKINS	Prof Dev	Extra Time	Early Interv	School Cli	T-T Cadre	LEP
		(Federal)	(Federal)	(Federal)	(Federal)	(Federal)	(Federal)	(State)	(State)	(State)	(State)	(State)	(State)
200	Prog Obj.	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	1.8.5 Contract to Business/Industry/Education Alliance						5,000						
	1.8.4 Technology Training for Vocational Educators						6,000						
	1.1-2.7 Non-public funds to distribute across participating schools		14,500										
	2.5 DE Consulting Services				17,500								
	2.5 Youth and Family Services (Douglass, WestPark, Maclary, Jones, Brookside, Bancroft)				20,000						88,250		
	2.5 YMCA (Douglass & McVey)				9,100								
	2.1 START training				3,000								
	1.11 Hispanic Counseling & Community Outreach				15,000								
	1.2.28 Translation Support for ELL				10,000								
	1.11 Miro Diversified Services				15,000								
	2.4 Non Public Schools				18,000								
	2.6 School Safety Audit & Consultant				8,000								
	1.11 NCCJ (Diversity)				3,000								
	RLC Unlimited (Timeout) (Brader, Wilson, Leasure, Marshall, Stubbs, Smith, Bayard, Keene, WestPark, Downes, Palmer, McVey)										286,888		
	2.1 Brookside)												
	2.3 NOR Enterprises (Gallaher, Stubbs)										26,000		
	DE Guidance (Gallaher, Brader,												
	2.1 Leasure, Keene, WestPark, Downes, McVey)				416						41,000		
	2.1 Positive Directions										10,192		
	2.1-2.3 Treehouse Wellness; Classroom Mgt.										86,032		
	2.1 Positive Directions & DE Guidance for Ele. Schools				103,406	6,439					79,152		
	2.1 Child Inc										7,132		
	2.1 Whole Body Healing (Christiana)										35,827		
	2.1 Holistic Family Services (Newark)										44,100		
	2.3 DE State Police (3 high schools and Kirk)										79,891		
	2.3 Wilmington Police Officer										18,000		
	1.2 U.D. Eng. Lang. Institute												139,608
	1.28 Catholic Diocese			1,200									
	2.4 Carolyn Smith				1,952								
	2.1 Paula Romeo (Gauger)										45,024		
	2.4 Systems III (Gauger, Glasgow)										9,515		
	2.4 School Designed Plan (Wilson)										1,949		
	2.4 School Designed Plan (Kirk and Shue)										131,048		
	1.12 LAS Tests			1,600									
	1.2 LEP/LAS/ELP Materials for Non-Public			2,300									
	1.12 ELP Assessments			1,939									2,655
	1.12 ELL Materials			5,476									12,371
	2.4.4 COIN Ed. Products				3,585								
	Subtotal		14,500	12,515	227,959	6,439	11,000				990,000		154,634
	Total Pg 1&2	1,208,959	199,928	12,515	227,959	62,386	12,275	50,000	480,000		990,000		154,634

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: CONTRACT SERVICES

Fed Acct. No.	List by vendor or type service. If service is to be provided by an individual, give name & position if known.	TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
200	Prog Obj.	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal													
Total Pg 1,2&3		1,208,959	199,928	12,515	227,959	62,386	12,275	50,000	480,000		990,000		154,634

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: TRAVEL

Fed Acct. No.	Position of person traveling, destination and specific cost of items and rates.	TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
200	Prog Obj.	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	Local mileage for teachers and instructional coaches 60,000* .31		18,600										
	1.1-1.12 non-public funds to distribute across participating schools		14,500										
	1.1-2.7 Travel costs to national and regional conferences		15,000					5,000				10	
	1.1-2.7 travel costs for teacher recruiter		12,000										
	1.1-2.7 Mileage, airfare, lodging, meals, tolls, etc. (IRA, NCTM, regional and local conferences, workshops, for teachers and administratorsetc.)	4,000	42,687										
	Subtotal	4,000	102,787					5,000				10	

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: TRAVEL

Fed Acct. No.	Position of person traveling, destination and specific cost of items and rates.	TITLE I	Title IID TQ	TITLE III	TITLE IV	TITLE V	PERKINS	Prof Dev	Extra Time	Early Interv	School Cli	T-T Cadre	LEP
		(Federal)	(Federal)	(Federal)	(Federal)	(Federal)	(Federal)	(State)	(State)	(State)	(State)	(State)	(State)
200	Prog Obj.	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal													
Total Pg 1&2		4,000	102,787					5,000				10	

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: MATERIALS/SUPPLIES

Fed Acct. No.	List item(s) description, quantity and unit price.	TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
200	Prog Obj.	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	1.3.1-1.3.27 mathematics pacing and curriculum guides							5,000					
	1.3.1-1.3.27 training materials and supplies for workshops(15,000*4 for core + 10,000 for non core)		9,300					70,015					
	1.3.1-1.3.27 Social Studies curriculum guides							3,000					
	Office/computer supplies, books, paper, etc.	9,833											
	Indigent/Homeless	3,000											
	Supplies/Materials for 17 non-public schools					31,832							
	Supplies and Materials									75,971			
	Supples for summer school programs in the schools (books, paper, teaching supplies, etc.)								139,358				
	1.3.1-1.3.27 training materials to support TQ protrams		10,000										
	2.3 Great Body Shop				15,000								
	1.2.27 supplemental instructional materials for ESL and Bilingual			3,412									
	Small appliances and ktchen equipment (breadmaker, blenders, electric skillet, griddle, toaster, wafflebaker, colleepots, can openers, et. Detailed list and cost sheet available in file)												
	1.8.11						19,446						
	Materials and Supplies used to support innovative programs related to AVID, AP Expansion, Block, Differetniated Instruction, Gifted & Talented)					40,000							
	1.1-2.7												
	Subtotal	12,833	19,300	3,412	15,000	71,832	19,446	78,015	139,358	75,971			

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: MATERIALS/SUPPLIES

Fed Acct. No.	List item(s) description, quantity and unit price.	TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
200	Prog Obj.	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal													
Total Pg 1&2		12,833	19,300	3,412	15,000	71,832	19,446	78,015	139,358	75,971			

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: MATERIALS/SUPPLIES		TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
Fed Acct. No.	List item(s) description, quantity and unit price.	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
200	Prog Obj.												
	Subtotal												
	Total Pg 1,2&3	12,833	19,300	3,412	15,000	71,832	19,446	78,015	139,358	75,971			

LEA/OTHER AGENCY: Christina School District

		TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
TOTAL DIRECT COST (sum of Expense Classification Totals from previous pages)		\$4,415,453	\$2,098,838	\$79,066	\$243,354	\$183,256	\$56,554	\$486,420	\$1,769,492	\$75,971	\$990,000	\$101,811	\$154,634
INDIRECT COST (List Used Rate)		6.60%	6.60%	2.00%	6.60%	6.60%	6.60%						
(Indirect Cost Rate x Federal Fund Portion of Direct Cost This rate is valid through June 30, first year)		291,420	138,523	1,581	16,061	12,095	3,733						
Fed Acct. No.	EXPENSE CLASSIFICATION: CAPITAL OUTLAY List item(s) description, quantity and unit price. Prog Obj.												
700	TO REPLACE EXISTING EQUIPMENT:												
1.8.1	Upgrade technology lab at Gauger Middle School 15 Desktop computers @ 1,000, 1 laptop computer @ 2000, Applied Edu Systems software upgrades, AES equip replacement						32,000						
1.8.2	Upgrade equipment at Family and Consumer Science at Gauger Middle School 5 Gas Ranges @ 449.99, 2 frig @ 469.99, 5 Microwaves @ 79.99, 1 dishwasher @ 349.99						3,940						
1.8.3	Upgrade technology in the graphics lab at Glasgow HS. 30 dell computers, phocopier, 4 scanner, 2 camcorders, 2 LCD projectors, 30 wheelchair accessible desks, chairs (detailed cost sheet available in file)						69,270						
1.8.3	Upgrade technology in the graphics lab at Glasgow HS. 1 printer @ 3295, 1 supply kit @ 375.00, 1 revolving darkroom door @ 2,000.						5,670						
1.8.4	Provide support for additional training for vocational staff/administrators on new and emerging technologies.(1 XGA Projectors @ 1334, 2 laptops @ 1719)						6,106						
1.8.6	Upgrade technology in Business Education labs at Christiana, Glasgow and Newark high schools (24 workstations, 48 chairs, 26 computers, 1 laptop, 1 color printer)						44,716						
1.8.6	Upgrade technology in Business Education labs at Christiana, Glasgow and Newark high schools (26 computers & monitors, 22 computer desks, carts, chairs, printer)						45,703						
1.8.6	Upgrade technology in Business Education labs at Christiana, Glasgow and Newark high schools (1 digital camcorder, 1 digital camera, 150 chairs, led projector.)						20,281						
1.8.9	Minor replacement equipment for growth and expansion of the landscaping Networks program, Floralworks program, Greenworks program, Munchworks program, Teamworks program, and the FFA program.						66,000						
1.8.9	replacement of AutoCad District Site License						20,000						
	Subtotal 1 & 2						313,686						
1200	NEW CAPITAL EQUIPMENT:												
1.8.6	To purchase technology items in Business Education labs at Christiana, Glasgow and Newark high schools. 28 monitor desks, 26 computers, 1 printer						32,813						
1.8.9	Purchase necessary equipment for growth and expansion of the landscaping Networks program, Floralworks program, Greenworks program, Munchworks program, Teamworks program, and the FFA program.						70,000						
1.8.11	Purchase equipment for Family and Consumer Science at Newark High School (5 food demonstrator with electric range, 6 tables without bookshelves, disthowsler, refrigerator, clothes washer, clothes, dryer, 6 electric ranges, detailed cost sheet on file						18,041						
1.8	Purchase of 15 new desktops for Communications Technology Lab						14,998						
	Subtotal 1 & 2						135,852						
	TOTAL CAPITAL OUTLAY						449,538						
GRAND TOTAL		\$4,706,873	\$2,237,361	\$80,647	\$259,415	\$195,351	\$509,825	\$486,420	\$1,769,492	\$75,971	\$990,000	\$101,811	\$154,634

LEA/OTHER AGENCY: Christina School District

		TITLE I (Federal)	Title IID TQ (Federal)	TITLE III (Federal)	TITLE IV (Federal)	TITLE V (Federal)	PERKINS (Federal)	Prof Dev (State)	Extra Time (State)	Early Interv (State)	School Cli (State)	T-T Cadre (State)	LEP (State)
700	TO REPLACE EXISTING EQUIPMENT:												
	Subtotal												
1200	NEW CAPITAL EQUIPMENT:												
	Subtotal												
	TOTAL CAPITAL OUTLAY THIS PAGE												

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

CHECK ONE:

GRANT AWARD:

APPLICATION BUDGET SUMMARY: X
or EXPENDITURE REPORTS: _____

SUBMIT EXPENDITURE REPORT TO:

Program Manager who signed the
Notification of Subgrant Award

Annual But Final
Not Final _____ Report _____

AGENCY: Christina School District

PROJECT BUDGET PERIOD:
Beginning: 10/1/2004

PROJECT TITLE: TITLE I

Ending: 12/30/2005

GRANT NUMBER: _____

Ending: 12/30/2005

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

FUND & LINE:

Ind Cost 1st Yr: 0.00
Ind Cost 2nd Yr: 0.00
Number Exceeds: _____

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS

EXPENSE CLASSIFICATION

CLASSIFICATION	FED ACCT. NO.		SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	INDIRECT COST	CAPITAL OUTLAY	TOTAL EXPENDITURES	TOTAL BUDGET
1	2		3	4	5	6	7	8	9	10
Administration	100	Year 1	175,500							175,500
		Year 2								
		Total	175,500							
Instruction	200	Year 1	1,899,726	1,203,959	4,000	12,833				3,120,518
		Year 2								
		Total	1,899,726	1,203,959	4,000	12,833				
Attendance Services	300	Year 1								
		Year 2								
		Total								
Health Services	400	Year 1								
		Year 2								
		Total								
Pupil Transportation Services	500	Year 1								
		Year 2								
		Total								
Operation Of Plant	600	Year 1								
		Year 2								
		Total								
Maintenance of Plant	700	Year 1								
		Year 2								
		Total								
Fixed Charges	800	Year 1	1,114,435	5,000			291,420			1,410,855
		Year 2								
		Total	1,114,435	5,000						
Food Services	900	Year 1								
		Year 2								
		Total								
Student Body Activities	1000	Year 1								
		Year 2								
		Total								
Community Service	1100	Year 1								
		Year 2								
		Total								
Capital Outlay	1200	Year 1								
		Year 2								
		Total								
TOTAL EXPENDITURES										4,706,873
TOTAL BUDGET			3,189,661	1,208,959	4,000	12,833	291,420			4,706,873

CHIEF OFFICER: _____

DATE: 8/4/2005

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

CHECK ONE:

GRANT AWARD:

APPLICATION BUDGET SUMMARY: X
or EXPENDITURE REPORTS: _____

SUBMIT EXPENDITURE REPORT TO:

Program Manager who signed the
Notification of Subgrant Award

Annual But Final
Not Final Report

AGENCY: Christina School District

PROJECT BUDGET PERIOD:
Beginning: 10/1/2004

PROJECT TITLE: TITLE I PUBLIC

GRANT NUMBER: _____

Ending: 12/30/2005

*For subgrants extending across two fiscal years, an Annual
Expenditure Report is to be submitted within 45 days
after June 30 of the first year. A Final Report is due
within 90 days after the end of the subgrant award period.*

FUND & LINE:

Ind Cost 1st Yr: 0.00
Ind Cost 2nd Yr: 0.00
Number Exceeds: _____

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION							
CLASSIFICATION	FED ACCT. NO.		SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	INDIRECT COST	CAPITAL OUTLAY	TOTAL EXPENDITURES	TOTAL BUDGET
1	2		3	4	5	6	7	8	9	10
Administration	100	Year 1	175,500							175,500
		Year 2								
		Total	175,500							
Instruction	200	Year 1	1,899,726	1,066,959	4,000	12,833				2,983,518
		Year 2								
		Total	1,899,726	1,066,959	4,000	12,833				
Attendance Services	300	Year 1								
		Year 2								
		Total								
Health Services	400	Year 1								
		Year 2								
		Total								
Pupil Transportation Services	500	Year 1								
		Year 2								
		Total								
Operation Of Plant	600	Year 1								
		Year 2								
		Total								
Maintenance of Plant	700	Year 1								
		Year 2								
		Total								
Fixed Charges	800	Year 1	1,114,435	5,000			282,378			1,401,813
		Year 2								
		Total	1,114,435	5,000						
Food Services	900	Year 1								
		Year 2								
		Total								
Student Body Activities	1000	Year 1								
		Year 2								
		Total								
Community Service	1100	Year 1								
		Year 2								
		Total								
Capital Outlay	1200	Year 1								
		Year 2								
		Total								
TOTAL EXPENDITURES										4,560,831
TOTAL BUDGET			3,189,661	1,071,959	4,000	12,833	282,378			4,560,831

CHIEF OFFICER: _____

DATE: 8/4/2005

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

CHECK ONE:

GRANT AWARD:

APPLICATION BUDGET SUMMARY: X
or EXPENDITURE REPORTS: _____

SUBMIT EXPENDITURE REPORT TO:

Program Manager who signed the
Notification of Subgrant Award

Annual But Not Final _____
Final Report _____

AGENCY: Christina School District

PROJECT TITLE: TITLE I NON-PUBLIC

PROJECT BUDGET PERIOD:
Beginning: 10/1/2004

GRANT NUMBER: _____

Ending: 12/30/2005

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

FUND & LINE:

Ind Cost 1st Yr: 0.00
Ind Cost 2nd Yr: 0.00
Number Exceeds: _____

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION							
CLASSIFICATION	FED ACCT. NO.		SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	INDIRECT COST	CAPITAL OUTLAY	TOTAL EXPENDITURES	TOTAL BUDGET
1	2		3	4	5	6	7	8	9	10
Administration	100	Year 1 Year 2 Total								
Instruction	200	Year 1 Year 2 Total		137,000 137,000						137,000
Attendance Services	300	Year 1 Year 2 Total								
Health Services	400	Year 1 Year 2 Total								
Pupil Transportation Services	500	Year 1 Year 2 Total								
Operation Of Plant	600	Year 1 Year 2 Total								
Maintenance of Plant	700	Year 1 Year 2 Total								
Fixed Charges	800	Year 1 Year 2 Total					9,042			9,042
Food Services	900	Year 1 Year 2 Total								
Student Body Activities	1000	Year 1 Year 2 Total								
Community Service	1100	Year 1 Year 2 Total								
Capital Outlay	1200	Year 1 Year 2 Total								
TOTAL EXPENDITURES										146,042
TOTAL BUDGET				137,000			9,042			146,042

CHIEF OFFICER: _____ DATE: 8/4/2005 PERSON COMPLETING REPORT: _____
(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

CHECK ONE:

GRANT AWARD:

APPLICATION BUDGET SUMMARY: X
or EXPENDITURE REPORTS: _____

SUBMIT EXPENDITURE REPORT TO:

Program Manager who signed the
Notification of Subgrant Award

Annual But Not Final _____
Final Report _____

AGENCY: Christina School District

PROJECT BUDGET PERIOD:
Beginning: 10/1/2004

PROJECT TITLE: Title II Teacher Quality

Ending: 12/30/2005

GRANT NUMBER: _____

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

FUND & LINE:

Ind Cost 1st Yr: 0.00
Ind Cost 2nd Yr: 0.00
Number Exceeds: _____

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION							
CLASSIFICATION	FED ACCT. NO.		SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	INDIRECT COST	CAPITAL OUTLAY	TOTAL EXPENDITURES	TOTAL BUDGET
1	2		3	4	5	6	7	8	9	10
Administration	100	Year 1 Year 2 Total								
Instruction	200	Year 1 Year 2 Total	1,145,042	194,335	102,787	19,300				1,461,464
Attendance Services	300	Year 1 Year 2 Total								
Health Services	400	Year 1 Year 2 Total								
Pupil Transportation Services	500	Year 1 Year 2 Total								
Operation Of Plant	600	Year 1 Year 2 Total								
Maintenance of Plant	700	Year 1 Year 2 Total								
Fixed Charges	800	Year 1 Year 2 Total	631,781	5,593			138,523			775,897
Food Services	900	Year 1 Year 2 Total								
Student Body Activities	1000	Year 1 Year 2 Total								
Community Service	1100	Year 1 Year 2 Total								
Capital Outlay	1200	Year 1 Year 2 Total								
TOTAL EXPENDITURES										2,237,361
TOTAL BUDGET			1,776,823	199,928	102,787	19,300	138,523			2,237,361

CHIEF OFFICER: _____ DATE: 8/4/2005 PERSON COMPLETING REPORT: _____
(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

CHECK ONE:

GRANT AWARD:

APPLICATION BUDGET SUMMARY: X
or EXPENDITURE REPORTS: _____

SUBMIT EXPENDITURE REPORT TO:

Program Manager who signed the
Notification of Subgrant Award

Annual But Not Final _____
Final Report _____

AGENCY: Christina School District

PROJECT BUDGET PERIOD:
Beginning: 10/1/2004

PROJECT TITLE: TITLE III

GRANT NUMBER: _____

Ending: 12/30/2005

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

FUND & LINE:

Ind Cost 1st Yr: 0.00
Ind Cost 2nd Yr: 0.00
Number Exceeds: _____

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION							
CLASSIFICATION	FED ACCT. NO.		SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	INDIRECT COST	CAPITAL OUTLAY	TOTAL EXPENDITURES	TOTAL BUDGET
1	2		3	4	5	6	7	8	9	10
Administration	100	Year 1 Year 2 Total								
Instruction	200	Year 1 Year 2 Total	33,125	12,515		3,412				49,052
Attendance Services	300	Year 1 Year 2 Total								
Health Services	400	Year 1 Year 2 Total								
Pupil Transportation Services	500	Year 1 Year 2 Total								
Operation Of Plant	600	Year 1 Year 2 Total								
Maintenance of Plant	700	Year 1 Year 2 Total								
Fixed Charges	800	Year 1 Year 2 Total	30,014				1,581			31,595
Food Services	900	Year 1 Year 2 Total								
Student Body Activities	1000	Year 1 Year 2 Total								
Community Service	1100	Year 1 Year 2 Total								
Capital Outlay	1200	Year 1 Year 2 Total								
TOTAL EXPENDITURES										80,647
TOTAL BUDGET			63,139	12,515		3,412	1,581			80,647

CHIEF OFFICER: _____

DATE: 8/4/2005

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

CHECK ONE:

GRANT AWARD:

APPLICATION BUDGET SUMMARY: X
or EXPENDITURE REPORTS: _____

SUBMIT EXPENDITURE REPORT TO:

Program Manager who signed the
Notification of Subgrant Award

Annual But Final
Not Final _____ Report _____

AGENCY: Christina School District

PROJECT BUDGET PERIOD:
Beginning: 10/1/2004

PROJECT TITLE: TITLE IV

GRANT NUMBER: _____

Ending: 12/30/2005

*For subgrants extending across two fiscal years, an Annual
Expenditure Report is to be submitted within 45 days
after June 30 of the first year. A Final Report is due
within 90 days after the end of the subgrant award period.*

FUND & LINE:

Ind Cost 1st Yr: 0.00
Ind Cost 2nd Yr: 0.00
Number Exceeds: _____

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION							
CLASSIFICATION	FED ACCT. NO.		SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	INDIRECT COST	CAPITAL OUTLAY	TOTAL EXPENDITURES	TOTAL BUDGET
1	2		3	4	5	6	7	8	9	10
Administration	100	Year 1 Year 2 Total								
Instruction	200	Year 1 Year 2 Total	323	227,959		15,000				243,282
Attendance Services	300	Year 1 Year 2 Total								
Health Services	400	Year 1 Year 2 Total								
Pupil Transportation Services	500	Year 1 Year 2 Total								
Operation Of Plant	600	Year 1 Year 2 Total								
Maintenance of Plant	700	Year 1 Year 2 Total								
Fixed Charges	800	Year 1 Year 2 Total	72				16,061			16,133
Food Services	900	Year 1 Year 2 Total								
Student Body Activities	1000	Year 1 Year 2 Total								
Community Service	1100	Year 1 Year 2 Total								
Capital Outlay	1200	Year 1 Year 2 Total								
TOTAL EXPENDITURES										259,415
TOTAL BUDGET			395	227,959		15,000	16,061			259,415

CHIEF OFFICER: _____

DATE: 8/4/2005

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

CHECK ONE:

GRANT AWARD:

APPLICATION BUDGET SUMMARY: X
or EXPENDITURE REPORTS: _____

SUBMIT EXPENDITURE REPORT TO:

Program Manager who signed the
Notification of Subgrant Award

Annual But Not Final _____
Final Report _____

AGENCY: Christina School District

PROJECT BUDGET PERIOD:
Beginning: 10/1/2004

PROJECT TITLE: TITLE V

Ending: 12/30/2005

GRANT NUMBER: _____

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

FUND & LINE:

Ind Cost 1st Yr: 0.00
Ind Cost 2nd Yr: 0.00
Number Exceeds: _____

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION							
CLASSIFICATION	FED ACCT. NO.		SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	INDIRECT COST	CAPITAL OUTLAY	TOTAL EXPENDITURES	TOTAL BUDGET
1	2		3	4	5	6	7	8	9	10
Administration	100	Year 1 Year 2 Total								
Instruction	200	Year 1 Year 2 Total	40,071	62,386		71,832				174,289
Attendance Services	300	Year 1 Year 2 Total								
Health Services	400	Year 1 Year 2 Total								
Pupil Transportation Services	500	Year 1 Year 2 Total								
Operation Of Plant	600	Year 1 Year 2 Total								
Maintenance of Plant	700	Year 1 Year 2 Total								
Fixed Charges	800	Year 1 Year 2 Total	8,967				12,095			21,062
Food Services	900	Year 1 Year 2 Total								
Student Body Activities	1000	Year 1 Year 2 Total								
Community Service	1100	Year 1 Year 2 Total								
Capital Outlay	1200	Year 1 Year 2 Total								
TOTAL EXPENDITURES										195,351
TOTAL BUDGET			49,038	62,386		71,832	12,095			195,351

CHIEF OFFICER: _____

DATE: 8/4/2005

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

CHECK ONE:

GRANT AWARD:

APPLICATION BUDGET SUMMARY: X
or EXPENDITURE REPORTS: _____

SUBMIT EXPENDITURE REPORT TO:

Program Manager who signed the
Notification of Subgrant Award

Annual But Final
Not Final Report

AGENCY: Christina School District

PROJECT BUDGET PERIOD:
Beginning: 10/1/2004

PROJECT TITLE: PERKINS

Ending: 12/30/2005

GRANT NUMBER: _____

Ending: 12/30/2005

*For subgrants extending across two fiscal years, an Annual
Expenditure Report is to be submitted within 45 days
after June 30 of the first year. A Final Report is due
within 90 days after the end of the subgrant award period.*

FUND & LINE:

Ind Cost 1st Yr: 0.00
Ind Cost 2nd Yr: 0.00
Number Exceeds: _____

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO _____

EXPENDITURE ACCOUNTS

EXPENSE CLASSIFICATION

CLASSIFICATION	FED ACCT. NO.		SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	INDIRECT COST	CAPITAL OUTLAY	TOTAL EXPENDITURES	TOTAL BUDGET
1	2		3	4	5	6	7	8	9	10
Administration	100	Year 1 Year 2 Total								
Instruction	200	Year 1 Year 2 Total	22,000 22,000	11,000 11,000		19,446 19,446				52,446
Attendance Services	300	Year 1 Year 2 Total								
Health Services	400	Year 1 Year 2 Total								
Pupil Transportation Services	500	Year 1 Year 2 Total								
Operation Of Plant	600	Year 1 Year 2 Total								
Maintenance of Plant	700	Year 1 Year 2 Total						313,686 313,686		313,686
Fixed Charges	800	Year 1 Year 2 Total	2,833 2,833	1,275 1,275			3,733			7,841
Food Services	900	Year 1 Year 2 Total								
Student Body Activities	1000	Year 1 Year 2 Total								
Community Service	1100	Year 1 Year 2 Total								
Capital Outlay	1200	Year 1 Year 2 Total						135,852 135,852		135,852
TOTAL EXPENDITURES										509,825
TOTAL BUDGET			24,833	12,275		19,446	3,733	449,538		509,825

CHIEF OFFICER: _____

DATE: 8/4/2005

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY REPORT OF STATE FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

GRANT AWARD:
APPLICATION BUDGET SUMMARY:

SUBMIT EXPENDITURE REPORT TO:
(Not Required)

AGENCY: Christina School District

PROJECT BUDGET PERIOD:

PROJECT TITLE: Prof Dev Beginning: 7/1/2004

GRANT NUMBER: _____ Ending: 8/31/2005

FUND & LINE: _____

For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION						TOTAL BUDGET
CLASSIFICATION	FED ACCT. NO.	SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	CAPITAL OUTLAY		
1	2	3	4	5	6	7		
Administration	100							
Instruction	200	256,811	50,000	5,000	78,015		389,826	
Attendance Services	300							
Health Services	400							
Pupil Transportation Services	500							
Operation Of Plant	600							
Maintenance of Plant	700							
Fixed Charges	800	96,594					96,594	
Food Services	900							
Student Body Activities	1000							
Community Service	1100							
Capital Outlay	1200							
TOTAL BUDGET		353,405	50,000	5,000	78,015		486,420	

PERSON COMPLETING REPORT: _____

DATE: 8/4/2005

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY REPORT OF STATE FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

GRANT AWARD:
APPLICATION BUDGET SUMMARY:

SUBMIT EXPENDITURE REPORT TO:
(Not Required)

AGENCY: Christina School District

PROJECT BUDGET PERIOD:

PROJECT TITLE: Extra Time Beginning: 7/1/2004

GRANT NUMBER: _____ Ending: 8/31/2005

FUND & LINE: _____

For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS

EXPENSE CLASSIFICATION

CLASSIFICATION	FED ACCT. NO.	SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	CAPITAL OUTLAY	TOTAL BUDGET
1	2	3	4	5	6	7	8
Administration	100						
Instruction	200	930,000	480,000		139,358		1,549,358
Attendance Services	300						
Health Services	400						
Pupil Transportation Services	500						
Operation Of Plant	600						
Maintenance of Plant	700						
Fixed Charges	800	220,134					220,134
Food Services	900						
Student Body Activities	1000						
Community Service	1100						
Capital Outlay	1200						
TOTAL BUDGET		1,150,134	480,000		139,358		1,769,492

PERSON COMPLETING REPORT: _____

DATE: 8/4/2005

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY REPORT OF STATE FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

GRANT AWARD:
APPLICATION BUDGET SUMMARY:

SUBMIT EXPENDITURE REPORT TO:
(Not Required)

AGENCY: Christina School District

PROJECT BUDGET PERIOD:

PROJECT TITLE: Early Interv Beginning: 7/1/2004

GRANT NUMBER: _____ Ending: 8/31/2005

FUND & LINE: _____

For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION					
CLASSIFICATION	FED ACCT. NO.	SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	CAPITAL OUTLAY	TOTAL BUDGET
1	2	3	4	5	6	7	8
Administration	100						
Instruction	200				75,971		75,971
Attendance Services	300						
Health Services	400						
Pupil Transportation Services	500						
Operation Of Plant	600						
Maintenance of Plant	700						
Fixed Charges	800						
Food Services	900						
Student Body Activities	1000						
Community Service	1100						
Capital Outlay	1200						
TOTAL BUDGET					75,971		75,971

PERSON COMPLETING REPORT: _____

DATE: 8/4/2005

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY REPORT OF STATE FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

GRANT AWARD:
APPLICATION BUDGET SUMMARY:

SUBMIT EXPENDITURE REPORT TO:
(Not Required)

AGENCY: Christina School District

PROJECT BUDGET PERIOD:

PROJECT TITLE: School Cli Beginning: 7/1/2004

GRANT NUMBER: _____ Ending: 8/31/2005

FUND & LINE: _____

For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION						TOTAL BUDGET
CLASSIFICATION	FED ACCT. NO.	SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	CAPITAL OUTLAY		
1	2	3	4	5	6	7		
Administration	100							
Instruction	200		990,000				990,000	
Attendance Services	300							
Health Services	400							
Pupil Transportation Services	500							
Operation Of Plant	600							
Maintenance of Plant	700							
Fixed Charges	800							
Food Services	900							
Student Body Activities	1000							
Community Service	1100							
Capital Outlay	1200							
TOTAL BUDGET			990,000				990,000	

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY REPORT OF STATE FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

GRANT AWARD:
APPLICATION BUDGET SUMMARY:

SUBMIT EXPENDITURE REPORT TO:
(Not Required)

AGENCY: Christina School District

PROJECT BUDGET PERIOD:

PROJECT TITLE: T-T Cadre Beginning: 7/1/2004

GRANT NUMBER: _____ Ending: 8/31/2005

FUND & LINE: _____

For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS

EXPENSE CLASSIFICATION

CLASSIFICATION	FED ACCT. NO.	SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	CAPITAL OUTLAY	TOTAL BUDGET
1	2	3	4	5	6	7	8
Administration	100						
Instruction	200	68,280		10			68,290
Attendance Services	300						
Health Services	400						
Pupil Transportation Services	500						
Operation Of Plant	600						
Maintenance of Plant	700						
Fixed Charges	800	33,521					33,521
Food Services	900						
Student Body Activities	1000						
Community Service	1100						
Capital Outlay	1200						
TOTAL BUDGET		101,801		10			101,811

PERSON COMPLETING REPORT: _____

DATE: 8/4/2005

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY REPORT OF STATE FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

GRANT AWARD:
APPLICATION BUDGET SUMMARY:

SUBMIT EXPENDITURE REPORT TO:
(Not Required)

AGENCY: Christina School District

PROJECT BUDGET PERIOD:

PROJECT TITLE: LEP Beginning: 7/1/2004

GRANT NUMBER: _____ Ending: 8/31/2005

FUND & LINE: _____

For subgrants of State funds, no annual or final expenditure report is required. Prior notification of intent to amend is required when exceeding approved budget amounts by \$1,000 or 5% whichever is greater. This budget form is required for planning purposes only and is to accompany a subgrant application for State funds when application for such funds is required

EXPENDITURE ACCOUNTS

EXPENSE CLASSIFICATION

CLASSIFICATION	FED ACCT. NO.	SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	CAPITAL OUTLAY	TOTAL BUDGET
1	2	3	4	5	6	7	8
Administration	100						
Instruction	200		154,634				154,634
Attendance Services	300						
Health Services	400						
Pupil Transportation Services	500						
Operation Of Plant	600						
Maintenance of Plant	700						
Fixed Charges	800						
Food Services	900						
Student Body Activities	1000						
Community Service	1100						
Capital Outlay	1200						
TOTAL BUDGET			154,634				154,634

STATE OF DELAWARE
DEPARTMENT OF EDUCATION

BUDGET

Pg. 1

of 5

FEDERAL PROJECT
BUDGET FORM

Project Period From: 9/1/2004 To: 12/31/2005 Date: 7/15/2004

Federal Program/Title: FY'05 Consolidated Application
LEA/OTHER AGENCY: Christina School District
PROJECT TITLE: Title II Technology

EXPENSE CLASSIFICATION: SALARIES / EMPLOYEE COSTS			OTHER FUNDS TO BE USED IN SUPPORT OF THIS PROGRAM			
Fed Acct. No.	PERSONNEL: Give name and position. If part-time, show %c FTE, hourly rate, hours per day, number of days, etc. (Use continuation page if needed.)	AMOUNT REQUESTED	Prior Year Grant Funds	State Funds	Tuition Funds	Other Federal or Local (Identify)
200	PROFESSIONAL: Prog Obj. 1 replacement teacher for technology 1.9 instructional coach B+3 1.1-2.7 Workshop participant stipend 2047 hrs. @ 16.17 per hour 1.1-2.7 Workshop resenter 125 hours 26.17 per hour	\$ 37,259 33,114 3,272	\$	\$	\$	\$
	Subtotal	73,645				
200	SUBSTITUTES:					
	Subtotal					
200	SUPPORT STAFF:					
	Subtotal					
200	STUDENTS:					
	Subtotal					
800	OTHER EMPLOYEE COSTS:					
	Percent					
	FICA 6.20	4,566				
	Medicare 1.45	1,068				
	Pension 13.25	9,758				
	Workman's Comp 1.36	1,002				
	Unemployment Insurance 0.12	88				
	Health Insurance/Other Non-taxed Benefits	13,600				
	Subtotal	30,082				
TOTAL SALARY & EMPLOYEE COSTS		\$103,727				

Health Insurance/Other Non-taxed Benefits	REQUESTED	Grant Funds	State Funds	Tuition Funds	(Identify)
<p>800</p> <p>1 replacement teacher for technology instructional coach B+3</p> <p>Workshop participant stipend 2047 hrs. @ 16.17 per hour Workshop resenter 125 hours 26.17 per hour</p>	13600				
Subtotal Benefits (Pg 1)		13,600			

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: CONTRACT SERVICES		OTHER FUNDS TO BE USED IN SUPPORT OF THIS PROGRAM				
Fed Acct. No.	List vendor or type of service. If service is to be provided by an individual, give name and position if know. Show fee, hourly or daily rate and number of hours or days, etc. (Use continuation sheet if needed.)	AMOUNT REQUESTED	Prior Year Grant Funds	State Funds	Tuition Funds	Other Federal or Local (Identify)
800 200	Prog Obj. Federal Audit Fee (Budget an amount as per the Office of Auditor of Accounts) 1.9 LoTi services to schools 1.9 Substitute teacher cost (30 days @ 140) 1.9 On-site technology training services for schools Technical Assistance/consultant support for instructional technology ie Tom Snyder Productions, University of Delaware implementation workshops/demonstrations 1.9 Services for professional development to Private Schools	\$ 717 45,000 7,000 25,000 15,000 2,000		0	0	
TOTAL CONTRACTED SERVICES		\$94,717				
EXPENSE CLASSIFICATION: TRAVEL		OTHER FUNDS TO BE USED IN SUPPORT OF THIS PROGRAM				
Fed Acct. No.	Position of person traveling, destination and specific cost of items and rates. (Use continuation sheet if needed.)	AMOUNT REQUESTED	Prior Year Grant Funds	State Funds	Tuition Funds	Other Federal or Local (Identify)
200	Prog Obj. Staff participation in tech comf (DITC), etc and workshop related in-service	5,000				
TOTAL TRAVEL		\$5,000				

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: CONTRACT SERVICES		OTHER FUNDS TO BE USED IN SUPPORT OF THIS PROGRAM				
Fed Acct. No.	List vendor or type of service. If service is to be provided by an individual, give name and position if know. Show fee, hourly or daily rate and number of hours or days, etc. (Continuation sheet.)	AMOUNT REQUESTED	Prior Year Grant Funds	State Funds	Tuition Funds	Other Federal or Local (Identify)
200	Prog Obj.	\$	\$	\$	\$	\$
TOTAL CONTRACTED SERVICES						
EXPENSE CLASSIFICATION: TRAVEL		OTHER FUNDS TO BE USED IN SUPPORT OF THIS PROGRAM				
Fed Acct. No.	Position of person traveling, destination and specific cost of items and rates. (Continuation sheet.)	AMOUNT REQUESTED	Prior Year Grant Funds	State Funds	Tuition Funds	Other Federal or Local (Identify)
200	Prog Obj.	\$	\$	\$	\$	\$
TOTAL TRAVEL						

LEA/OTHER AGENCY: Christina School District

EXPENSE CLASSIFICATION: MATERIAL AND SUPPLIES		OTHER FUNDS TO BE USED IN SUPPORT OF THIS PROGRAM				
Fed Acct. No.	List item(s) description, quantity and unit price.	AMOUNT REQUESTED	Prior Year Grant Funds	State Funds	Tuition Funds	Other Federal or Local (Identify)
200	Prog Obj. Misc training materials and supplies ie software, disks, 1.9 copying, software 1.9 Training materials for private schools	\$ 6,593 2,000	\$	\$	\$	\$
TOTAL MATERIAL AND SUPPLIES		\$8,593				

DELAWARE DEPARTMENT OF EDUCATION
ADMINISTRATIVE SERVICES BRANCH
BUDGET SUMMARY/EXPENDITURE REPORT OF FEDERAL FUNDS

Business Mgr. initials when submitted
as an Application Budget: _____

CHECK ONE:

GRANT AWARD:

APPLICATION BUDGET SUMMARY: X
or EXPENDITURE REPORTS: _____

SUBMIT EXPENDITURE REPORT TO:

Program Manager who signed the
Notification of Subgrant Award

Annual But _____
Not Final _____

Final
Report _____

AGENCY: Christina School District

PROJECT TITLE: Title II Technology

PROJECT BUDGET PERIOD:

Beginning: 9/1/2004

GRANT NUMBER: _____

Ending: 12/31/2005

For subgrants extending across two fiscal years, an Annual Expenditure Report is to be submitted within 45 days after June 30 of the first year. A Final Report is due within 90 days after the end of the subgrant award period.

FUND & LINE:

Ind Cost 1st Yr: 6.60
Ind Cost 2nd Yr: 6.60
Number Exceeds: _____

PERIOD COVERED BY REPORT:
(Complete for Expenditure Report Only)
TO _____

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION								
CLASSIFICATION	FED ACCT. NO.		SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	INDIRECT COST	CAPITAL OUTLAY	TOTAL EXPENDITURES	TOTAL BUDGET	
1	2	3	4	5	6	7	8	9	10		
Administration	100	Year 1 Year 2 Total									
Instruction	200	Year 1 Year 2 Total	73,645	94,000	5,000	8,593				181,238	
Attendance Services	300	Year 1 Year 2 Total									
Health Services	400	Year 1 Year 2 Total									
Pupil Transportation Services	500	Year 1 Year 2 Total									
Operation Of Plant	600	Year 1 Year 2 Total									
Maintenance of Plant	700	Year 1 Year 2 Total									
Fixed Charges	800	Year 1 Year 2 Total	30,082	717			13,994			44,793	
Food Services	900	Year 1 Year 2 Total									
Student Body Activities	1000	Year 1 Year 2 Total									
Community Service	1100	Year 1 Year 2 Total									
Capital Outlay	1200	Year 1 Year 2 Total						12,965		12,965	
TOTAL EXPENDITURES								12,965		238,996	
TOTAL BUDGET			103,727	94,717	5,000	8,593	13,994	12,965		238,996	

CHIEF OFFICER: _____

DATE: 143
8/4/2005

PERSON COMPLETING REPORT: _____

(Signature required only when submitted as an Annual or Final Report)

Title I
Eligible and Non-Eligible Schools
All Public Schools in LEA

TA or S	Name of Public School	Grade Span	Total	Number and Percentage of Children Residing in Each Attendance Area					
				Low Income	Percent 4/3	Educ. Deprived	Percent 6/3	# of Homeless	Total # of Children Participating in Title 1
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
S	Brookside Elementary	K-4	487	275	56%		0%	10	487
S	Keene Elementary	K-4	708	319	45%		0%	19	708
S	McVey Elementary	K-4	562	237	42%		0%	19	562
S	Jones Elementary	K-4	487	236	48%		0%	21	487
S	Leasure Elementary	K-4	653	293	45%		0%	7	653
S	Smith Elementary	K-4	535	210	39%		0%	5	535
S	Wilson Elementary	K-4	568	220	39%		0%	16	568
S	Gallaher Elementary	K-4	523	229	44%		0%	1	523
*	Downes Elementary	K-4	517	164	32%		0%	10	517
S	West Park Place Elementary	K-4	431	163	38%		0%	10	431
*	Brader Elementary	K-4	705	184	26%		0%	5	705
*	Marshall Elementary	K-4	683	181	27%		0%	15	683
*	Maclary Elementary	K-4	430	92	21%		0%	4	430
S	Elbert Palmer Intermediate	4-6	228	158	69%		0%	5	228
S	Stubbs Intermediate	4-6	344	229	67%		0%	21	344
S	Pulaski Intermediate	4-6	544	303	56%		0%	10	544
S	Bayard Intermediate	K, 4-6	928	518	56%		0%	21	928
S	Bancroft Intermediate	K, 4-6	1029	479	47%		0%	20	1029
*	Kirk Middle	7-8	1010	511	51%		0%	24	0
*	Cobbs Gauger Middle	7-8	1126	492	44%		0%	55	0
*	Shue Middle	7-8	1014	472	47%		0%	27	0
*	Glasgow High	9-12	1506	695	46%		0%	28	0
*	Christiana High	9-12	1400	504	36%		0%	10	0
*	Newark High	9-12	1925	677	35%		0%	19	0
		Total	18343	7841	43%	0	0%	382	10362

- 1) Draw a line between eligible and non-eligible schools.
- 2) Asterisk Eligible Schools **not** receiving services.
- 3) **School Allocation**
Per pupil cost = District Title I allocation divided by the number of children in poverty in the district x 1.25
- 4) Please identify each school as either a Targeted Assistance or Schoolwide program by typing **TA** or **S** in the first column next to the school name.

Selection of Children

Selection of eligible pool of students: Complete the following chart:

Grade Level/Age Group and Content area	Method ¹
K-6	Students are selected for Title I programs in the following manner:
Reading	
Math	A matrix is developed with points for the following: previous Title I
Writing	students, diagnostic test results, standardized test results, cumulative
Literacy Skills	records, teacher recommendations and parent recommendations. After
	reviewing this matrix, students are rank ordered and selected by most
	need.
	All 14 schools are Title I school-wide programs. Therefore, selection may
	vary dependent upon data available per grade level.

Selection of Children

- 1a. After having identified an eligible pool of students, explain your procedure for selecting participants for the program . Your procedure must be uniformly applied for all children **at a grade level in the district.**

SEE ABOVE

- 1b. How do you determine that students with greatest need receive priority service?

After careful review of all data available, standardized test, criterion test, informal inventories, end-of-book test, state minimum competencies, teacher prepared test, observation checklist, parent conferences, and staff recommendations, students demonstrating the greatest educational need can be placed in the Title I program. Additionally, each school will have a list of all eligible students and their test scores. School-wide regulations allow all students to benefit from Title I.

2. **Targeted Assistance Schools** - In the **first** row for each category, enter the **number of instructional FTE's** to be paid with FY'04 Title I funds. In the **second** row for each category, enter the **number of highly qualified FTE's**.

	Administrator	Teacher	Other Professional	Secretary/Clerk	Paraprofessional	Other
# FTE's	0	0	0	0	0	0
# Highly Qualified FTE's		0			0	

- Schoolwide Schools** – In the **first** row for each category, enter the **total number of instructional staff in the school**. In the second row for each category, enter the **number of highly qualified instructional staff**.

	Administrator	Teacher	Other Professional	Secretary/Clerk	Paraprofessional	Other
# FTE's	0	584	0	0	102	0

**# Highly
Qualified FTE's**

	584			102	
--	-----	--	--	-----	--

Title I

DISTRICTS IDENTIFIED AS UNDER SCHOOL IMPROVEMENT/ACADEMIC WATCH

Describe how the district will provide technical assistance and support to schools identified as “*Under School Improvement/Academic Watch.*” This description must include the process the district will use to ensure that all Title I schools that are identified as “Under School Improvement/Academic Watch” have revised their school plans to meet the requirements outlined in the NCLB legislation. Also, include the procedures which will be used to establish a School Support for each identified school.

1. Assign the Title I manager to work with the school's Pathways to Excellence team. The responsibility of the Title I manager will be to:::

- Work with the PEP team to review DSTP data, instructional need results and staff development plans
- Assist in revising the PEP plan to match the needs that were determined
- Cooperate with the principals at each building to implement the revised plans
- Monitor the implementation of the plans
- Coordinate with DOE to obtain technical support as needed

2. Join with the DOE team to observe firsthand classes, cafeteria and other curricular programs.

3. Join with the DOE team to review observations and make recommendations.

4. Serve on the site council of each school to insure that the PEP plans and DOE recommendations are implemented.

5. Monitor the schools on a monthly basis.

6. Insure that the Choice policy is implemented according to federal guidelines.

7. Insure that the supplemental services provisions are implemented according to federal guidelines.

TITLE II TECHNOLOGY

Descriptions

The following information must be provided:

- 1. A description of the type and costs of technologies to be acquired under Title II, Part D, including services, software and digital curricula, and including specific provisions for interoperability among components of such technologies.**

The Classroom Performance System (CPS) system purchase is intended to support the traditional classroom as an empowerment tool for the teacher and learner.

The learning benefits of questions cannot be achieved if students don't participate in the processing of questions and formulation of answer(s) to the questions. The CPS-empowered classroom provides the quantitative tools to influence the processing of questions and formulation of answers by the student in a non-threatening and positive manner.

Research on the learning benefits of questions has shown that the learning environment can be improved by as much as 150% by the application of various questioning approaches. The use of appropriate questions have proved to (1) engage the learner (2) focus the learner on specific objectives (3) help the learner practice retrieval and application of information to answer questions (4) provide opportunities for feedback allowing students to understand why they missed specific questions (5) provide opportunities for repetition within the learning process.

Staff Development will be provided to the pilot teachers using the classroom pads based on the ASCD Highly Effective Questioning model.

Our technology staff reviews or develops the specifications to insure all technologies are interoperable with existing state and district technology standards. Total costs outlined in the budget are estimated to be \$22,600.

Services supported by this grant include the extension of LoTi instructional technology integration staff development with our schools as followup to the LoTi skills assessment. We have also included funding to permit a variety of methods to support school and staff needs via onsite technology services, training classes with the Data Service Center, the District teacher-to-teacher cadre, action research, and community outreach programs. These are estimated to cost \$92,000.

- 2. A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers to maximize the use of technology.**

Not applicable.

TITLE II TECHNOLOGY

CIPA (Child Internet Protection Act) Certification

A district/charter school seeking Title II, Part D Technology funds must certify that one of the following conditions exists:

Check one of the following statements:

- Every “applicable school” has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA. An “applicable school” is an elementary or secondary school that does receive e-rate discounts and for which Enhancing Education Through Technology funds are used to purchase computers used to access the Internet or to pay the direct cost associated with accessing the Internet.
- Not all “applicable schools” have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2442(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.

- The CIPA requirements in the ESEA do not apply to the school because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet for elementary and secondary schools that do not receive e-rate services under the Communications Act of 1934, as amended.

TITLE V - INNOVATIVE PROGRAMS

Christina

PARTICIPATION AND PLANNED ALLOCATION OF FUNDS								
LOCAL Innovative Programs (Section 5101 of NCLB Title V)	Public LEAs				Private Schools			
	Planned Allocation	Number Of Students Served	Number Staff Received Training	Number Of Staff	Planned Allocation	Number Of Students Served	Number Staff Received Training	Number Of Staff
1. Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with Title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards.	\$55,947							
2. Technology activities related to the implementation of school-based reform efforts, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.								
3. Programs for the development or acquisition of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials which are tied to high academic standards and which will be used to improve student achievement and which are part of an overall education reform program.	\$40,000				\$31,831			
4. Promising education reform projects, including effective schools and magnet schools.								
5. Programs to improve the academic achievement of educationally disadvantaged elementary school and secondary school students, including activities to prevent students from dropping out of school.	\$49,038	200						
6. Programs to improve the literacy skills of adults, especially the parents of children served by the local educational agency, including adult education and family literacy programs.								

TITLE V - INNOVATIVE PROGRAMS

7. Programs to provide for the educational needs of gifted and talented children.								
8. The planning, design, and initial implementation of charter schools as described in part B of Title V.								
9. School improvement programs or activities under Sections 1116 and 1117								
10. Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.								
11. Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of personal financial management skills (including basic principles involved with earning, spending, saving, and investing).								
12. Activities to promote, implement, or expand public school choice.								
13. Programs to hire and support school nurses.								
14. Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.	\$6,439	45						
15. Alternative educational programs for those students who have been expelled or suspended from their regular setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.								
16. Programs to establish or enhance pre-kindergarten programs for children.								
17. Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic or not completing secondary school.								
18. Programs for cardiopulmonary resuscitation (CPR) training in schools.								
19. Programs to establish smaller learning communities.								
20. Activities that encourage and expand improvements throughout the area served by the local educational agency that are designed to advance student academic achievement.								

TITLE V - INNOVATIVE PROGRAMS

21. Initiatives to generate, maintain, and strengthen parental and community involvement.								
22. Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.								
23. Programs to provide same-gender schools and classrooms (consistent with applicable law).								
24. Service learning activities.								
25. School safety programs, including programs to implement the policy described in section 9507 and which include payment of reasonable transportation costs and tuition costs for such students.								
26. Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.								
27. Supplemental educational services as defined in section 1116 of Title I (...supplemental educational services to eligible children in the school from a provider with a demonstrated record of effectiveness, that is selected by the parents and approved for that purpose by the State educational agency...)								
28. Administration (Direct and Indirect Costs)	\$9,996				\$2,100			
Totals	\$161,420	245	0	0	\$33,931	0	0	0
29. Number of staff supported by this funding (in FTE's)								

Carl D. Perkins Vocational and Technical Education Act of 1998

REQUIRED USES OF FUNDS:

Each eligible recipient receiving funds under this Act must respond to the requirements listed below, referencing core indicators where applicable. The eligible recipients do not have to use federal funds as a way to meet these requirements, but the following requirements must be met.

1. Strengthen academic, career, and technical skills of students through integration of academic, vocational, and technical programs.

There are a variety of ways the eligible recipient can address the integration of academic and career and technical studies. One way is to address the academic courses required for students in career-technical pathways. Another is to demonstrate integration through the common planning time provided academic and career and technical teachers who are planning for common students or the reinforcement of academic competencies through career-technical education courses. Regardless of the method, it is important to address the academic skills that career and technical students are acquiring.

On-going review and alignment of vocational/technical programs with state and national standards provides guidance for curriculum updates and new programs. By working closely with the various advisory groups the District can better analyze the needs and develop strategies to address these needs. Additionally, through collaboration with regular education, i.e., staff development, further promotes integration and alignment.

2. Provide programs that address all aspects of an industry.

Any career and technical program that is meeting the state career and technical content standards or, in their absence, national standards will meet this requirement. The eligible recipient needs to identify the standards that are being met.

Technology programs reflect the changes in requirements necessary for students' success in the 21st Century. The middle and high programs encourage students to use their hands and their minds as tools for problem solving. The courses incorporate the competencies addressed in the Delaware's Design and Technology. Students can pursue offerings in a variety of areas, i.e., accounting, marketing, general office services, Ag science, marketing, vocational programs, etc.

3. Develop, improve, and expand the use of technology, which may include professional development, providing students with the ability to enter high technology and telecommunications careers and encourage schools to work with high technology industries.

This requirement can be met through the access of technology to career and technical students within their career pathway, the providing of professional development for career and technical teachers (in which case the response could be under Question #7 in the Application) or in the development of programs of study in technical career areas. Objectives and activities addressing this issue, which are included in the Application, should be referenced here.

Students have access to technologies in a number of venues and for number of purpose through the various vocational programs as well as through the media centers and classroom teacher. On-going training is provided to staff to implement best practices in technology integration in all classes. See repsonse to question 7 in the Consolidated Grant.

4. Provide professional development for teachers, administrators, and counselors including in-service training and practices to involve parents and the community.

This should be addressed in response to Question #7 in the Consolidated Application.

The training model for the delivery of staff development includes all teachers, administrators, etc. Strategies such as those used in C.R.I.S.S. program have applications across all areas. See response to question 7A in the Consolidated Grant.

5. Evaluate programs and assess how special populations are being served.

This should be addressed in response to Question #8 in the Consolidated Application.

Data from the DSTP, PSAT, and other assessments is disaggregated by all subgroups. The analysis includes longitudinal comparisons, correlation studies and matched pair. The disaggregated information allows for performance comparisons of various groups of students. These data reveal gaps and needs in the academic and vocational programs. The data is used at the district and school level to improve articulation and to make modifications where needed. See response to question 8 in the Consolidated Grant.

6. Develop and upgrade programs.

This can be addressed through use of state, local, or federal funds to develop new programs or to upgrade current programs. Objectives and activities addressing this issue, which are included in the Application, should be referenced here.

Funds from state, local and federal support expansion and upgrades in vocational technical programs (see activities 1.8.1, 1.8.2, 1.8.3, 1.8.5, 1.8.7, and 1.8.10 for examples). Additionally, the AG science program will be expanded by adding an additional teacher and by upgrading the business and technology labs in Christiana and Glasgow High Schools.

7. Link secondary and post secondary education.

Those districts that participate in the Delaware Technical Preparation Consortium meet this requirement.

The Christina School District is an active participant in the Delaware Technical Preparation Consortium and seeks opportunities to strengthen the relationship.

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998

PERMISSIBLE USES OF FUNDS:

1. Involve parents, businesses, and labor organizations in planning, implementing, and evaluating career and technical programs.
2. Provide career guidance and academic counseling.
3. Provide work-related experiences.
4. Provide programs for special populations.
5. Support local business and education partnerships.
6. Assist student organizations.
7. Provide mentoring and support services.
8. Lease, purchase, and upgrade equipment.
9. Provide initial teacher preparation, including that for teacher candidates from business and industry.
10. Develop and improve curriculum.
11. Support family and consumer sciences education.
12. Provide programs for adults and school dropouts to complete secondary education.
13. Provide services for placement in employment and further education.
14. Support non-traditional employment and training.

ADDENDUM

Comprehensive School Discipline Improvement Program 14 Del. C. Chapter 16, Section 1605

Each eligible recipient receiving funds under this statute must respond to the issues listed below. These requirements must be met.

- 1. These funds will serve students, in schools enrolling pupils in grades K-12, who are causing repeated disruptions in the regular classes to which they are assigned. Services may be delivered in a variety of modes with students assigned to specific programs for short or long-term assistance.**

The eligible recipient needs to provide a list of services, which includes an explanation of the school and district level programs, that indicates this requirement is being met. (Please note, this is only for discipline funded initiatives.)

There are 28 K-12 schools in Christina that provide intervention services and programs to students who cause repeated disruptions. These services are provided on a contractual basis and include but are not limited to the following: timeout/redirection programs, inschool alternative, counseling, mentoring, anger management, conflict resolution, peer remediation/leadership, home visitation, crisis support, and truancy intervention. Services range from short to long term, depending on student needs. All service providers are required to submit reports on the number of students served and the services provided.

- 2. School districts are permitted to use personnel authorized by any of the provisions of this title to establish alternative educational and related service programs for disruptive students.**

The eligible recipient needs to list and explain the manner in which this requirement is being met. (Please note, this is only for discipline funded initiatives.)

All 28 K-12 schools have programs in place that have alternative services to disruptive students. Elementary schools use timeout/redirection programs to deliver this service. Secondary schools provide services through time out and inschool alternative program. All schools have the ultimate choice of referring students for alternative program placement for repeated disruptions and more specifically for H.Ouse bill offenses and serious code of conduct violations. the district has two alternative programs that provide services to Christina students only. They are Douglass Alternative and Project StayFree. Supplemental services are provided for these programs to address effective strategies in dealing with disruptive youth as well as, other intervention services such as mentoring, counseling, peer mediation and peer leadership.

- 3. To achieve the most cost-effective impact from the funds authorized and to increase the coordination of services by schools and other governmental and non-governmental social service agencies, schools and school districts shall consider contracting for educational or related goods and services with the State Departments of Services for Children, Youth and Their Families and Health and Social Services, and other governmental and non-governmental social service agencies consistent with 14 Del. C. §1607.**

The eligible recipient needs to explain the manner in which this requirement is being met. (Please note, this is only for discipline funded initiatives.)

The Christina School District strongly considers contracting with various governmental and non-governmental social service agencies to provide services for its students. Social service agencies are given the opportunity to meet individually with building and district administrators to discuss the services available from their organization and provide brochures and informational fact sheets about their program. Social service agencies are also invited to a district-wide fair where they present their programs to a large group setting of K-12 building administrators. Building administrators then make their selection for contracted services based upon the information obtained.

- 4. The applicant will submit an annual evaluation on the effectiveness of the program to the Department of Education prior to receiving funds the following year. The information shall include but not be limited to the following: the number of students served, the subgroup of the student population served, reasons for service, measures of behavioral improvement, and measures of academic improvement as appropriate, rates of recidivism within programs, and number and types of referral for additional services.**

The eligible recipient needs to provide this information. (For the purpose of behavioral improvement and measures of academic improvement, this applies only to building and/or district long-term services/programs; long-term shall be those services/programs in excess of 10 days in duration.) (Please note, this is only for discipline funded initiatives.)

The Christina School District overall has experienced a significant reduction in the total number of out of school suspensions for 2003 - 2004 school year. This can be attributed to the interventions provided for the 4,695 students who received services. Those services include time out, START counseling, individual and group counseling sessions, conflict mediation, anger management, mentoring, peer relationships, decision-making, self-esteem and crisis management activities. Several faculty members received professional development in classroom management strategies and diversity training in an effort to increase understanding of student behaviors that impact the school environment. The data indicates that the district has begun to greater address the needs of male and African American students across all grade levels but must continue to devise strategies that will further address those needs.

2002 - 2003 Out of School Suspensions

	Grades K - 6	Grades 7 - 8	Grades 9 - 12	Total
African-Amer.	315	2133	1651	4099
Amer. Indian	3		3	6
Asian	3	6	17	26
Hispanic	26	241	121	388
White	88	768	923	1779
Total Male				4305
Total Female				1993
Grand Total				6298

2003 - 2004 Out of School Suspensions

	Grades K - 6	Grades 7 - 8	Grades 9 - 12	Total			
African-American			93		746	590	1553
Am. Indian		1	3				
Asian	9	12	22				
Hispanic	12	119	65	205			
White	30	334	377	764			
Total Male	166	338	666	1706			
Total Female	38	173	380	841			
Grand Total				2547			

Christina

ADDENDUM

Comprehensive School Reform (CSR) (Formerly Comprehensive School Reform Demonstration Program or CSRD)

Preliminary Intent to Participate

The purpose of the Comprehensive School Reform (CSR) program is to provide financial incentives for schools, particularly Title I schools, to implement comprehensive school reform programs that are based on reliable research and effective practices so that all children in Delaware's public schools are able to meet or exceed Delaware's Standards. The CSR program is intended to stimulate schoolwide change covering all aspects of school operations.

During the upcoming school year, do you anticipate that any schools in your district might be interested in applying for a Comprehensive School Reform (CSR) grant?

Yes

No