

**Delaware Department of Education  
LEA Consolidated Application for FY'06**

**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)

Christina  
**School District**

## **Delaware Department of Education**

John G. Townsend Building  
Federal Street, Suite 2  
Dover, DE 19901-3639

Valerie Woodruff, Secretary of Education  
Nancy Wilson, Deputy Secretary of Education  
Dorcell Spence, Associate Secretary, Finance and Administrative Services  
Robin Taylor, Associate Secretary, Assessment and Accountability Branch  
Martha Brooks, Ph.D., Associate Secretary, Curriculum & Instructional Improvement Branch  
Lewis Atkinson III, Ed. D., Associate Secretary, Adult Education & Work Force Development

### **School Improvement**

Ronald Houston, Director

For further information contact:

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The Delaware Department of Education does not discriminate in employment or educational programs, services or activities, based on race, color, creed, national origin, gender, age, or disability in accordance with State and Federal laws. Inquiries should be directed to the Delaware Department of Education, Personnel Office, P.O. Box 1402, Dover, DE 19903, (302) 739-4604.

This LEA Consolidated Application for FY '06 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

<b>Programs</b>	<b>Coordinator</b>	<b>Phone No.</b>	<b>Allocation</b>	<b>Amount Requested (State Only)</b>	<b>Project Subgrant Ending Dates</b>
<b>Title I, Part A</b>	Mary Ford	552-2693	\$4,958,251		<b>12/31/06</b>
<b>Title II, Part A Teacher Quality</b>	Sylvia Flowers	552-2666	\$2,270,334		<b>12/31/06</b>
<b>Title II, Part D Technology</b>	Virginia Navarro	552-2647	\$176,258		<b>12/31/06</b>
<b>Title III</b>	Virginia Navarro	552-2647	\$108,071		<b>12/31/06</b>
<b>Title IV</b>	Debbie Rodenhouser	552-2644	\$257,424		<b>12/31/06</b>
<b>Title V</b>	Margaret Sharp	552-2626	\$151,840		<b>12/31/06</b>
<b>Perkins</b>	Freeman Williams	552-2667	\$493,931		<b>12/31/06</b>
<b>Curr. &amp; Prof. Development</b>	Sylvia Flowers	552-2666	\$502,931	\$502,931	<b>9/30/06</b>
<b>Extra Time</b>	Mae Gaskins	552-2646	\$1,723,564	\$1,723,564	<b>12/31/06</b>
<b>Early Intervention Reading</b>	Jerry Strum	552-2684	\$73,798	\$73,798	<b>9/30/06</b>
<b>School Climate</b>	Debbie Rodenhouser	552-2644	\$960,000	\$960,000	<b>9/30/06</b>
<b>Teacher to Teacher Cadre</b>	Sylvia Flowers	552-2666	\$1,052,711	\$105,271	<b>9/30/06</b>
<b>Limited English Proficient</b>	Virginia Navarro	552-2647	\$147,893	\$147,893	<b>9/30/06</b>

## 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	10,474	9,088	19,562	27		181	3,456	8,165	709		63.0%	41.7%	5	612	338
Private Enrollment	2,456	2,450	4,906	27								*			
Public and Private	12930	11538	24468	54				8165				33.4%			
Title I Totals	837	772	1609	14	115		238	1,003	204		89.8%	62.3%	0	231	
School Climate & Discipline	9,947	8,931	18878	24			2,923	7,685	1,654		65.0%	40.7%			
Perkins Totals	1,657	1,410	3067	6			372	1,050	224		53.7%	34.2%			

**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 2004 and compare to Fiscal Year 2003**

	<b>FY 2004</b>	<b>FY 2003</b>
Total Expenditures (line 1999)	\$193,966,320	188124400
Less:		
Instate Tuition (line 0152)	\$8,719,456	\$8,316,015
Capital Outlay (line 0170,0270,0370,0470,0570, 0670,0770,0870,0970)	\$322,023	\$ 411,236.88
Community Services (line 1299)	\$0	\$0
Adult Education (line 1399)	\$1,649,101	\$1,540,531
Facilities Acquisition (line 1499)	\$4,175,491	\$508,239
Debt Service (line 1599)	\$6,368,865	\$6,019,301
	<u>\$21,234,936</u>	<u>\$16,795,323</u>
Subtotal	\$172,731,384	\$171,329,077
Less:		
Federal Expenditures (line 3999 less Adult Ed Appropriations)	<u>\$12,723,433</u>	<u>10515059</u>
Total Allowable Expense	Total \$160,007,951	Total \$160,814,018
Divided by:		
September 30 enrollment	<u>19,410</u>	<u>19563</u>
Total per student non-federal expenditure for FY 2004	<b>\$ 8,244</b>	<b>FY 2003 \$ 8,220</b>
Less: Total per student non-federal expenditure for FY 2003 (in block)	<b>\$ 8,220</b>	
Total increase/(decrease)	<b>\$ 23</b>	



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

<b>Funding/Allocation</b>	<b>I</b>	<b>Title II-A Teacher Quality</b>	<b>Title II-D Technology</b>	<b>III</b>	<b>IV</b>	<b>V</b>	<b>Perkins</b>
<b>Administrative Costs</b>	289,158	17,000	0	0	3,155	3,155	0
<b>Indirect Cost &amp; Audit Fee</b>	329,372	153,527	12,248	2,119	16,841	9,933	7,420
<b>District-wide Programs</b>	1,011,449	2,041,103	161,035	105,952	220,462	116,727	86,511
<b>Public Schools</b>							
Brader Elementary							
Brookside Elementary	251,256						
Downes Elementary							
Gallaher Elementary	170,520						
Jones Elementary	171,216	1,000					
Keene Elementary	247,776						
Leasure Elementary	254,040	1,000					
Maclary Elementary							
Marshall Elementary							
McVey Elementary	213,672						
Smith Elementary	203,928						
West Park Place Elementary	107,184						
Wilson Elementary	162,168						
Bancroft Intermediate	380,016	2,500					
Bayard Intermediate	562,368						
Elbert-Palmer Intermediate	132,936						
Pulaski Intermediate	178,176	1,000					
Stubbs Intermediate	162,864						
Gauger Middle							40,000
Kirk Middle		2,500					40,000
Shue Middle		2,500					40,000
Christiana High		5,000					70,000
Glasgow High		5,000					70,000

	I	TITLE II - A	TITLE II - D	III	IV	V	PERKINS
Newark High		5,000					70,000
Networks							70,000
Douglass Alternative		1,000					
DAP		1,000					
Sterck		1,000					
NON-PUBLIC:							
[Capault Learning]	130,152						
Caravel Academy		7,519	741		4,485	5,212	
[Christ the Teacher]		4,056	400		2,049	2,888	
The College School		421	41		239	292	
Elementary Workshop		368	36		214	255	
[Holy Angels School]		3,906	385		2,146	2,793	
Laboratory Preschool		60	6		0	42	
[Nativity Preparatory School]		210	21		64	207	
Newark Center for Creative Learning		654	64		378	453	
Newark Day Nursery		120	12		0	109	
[People's Settlement Academy]		173	17		0	167	
Pike Creek Christian School		2,561	252		1,533	1,776	
[St. Elizabeth Elementary School]		3,621	357		2,058	2,776	
St. Elizabeth High School		3,155	310		1,718	2,387	
[St. Hedwig Elementary School]		1,442	142		890	1,062	
St. John's Lutheran School		210	21		113	146	
St. Michael's School & Day Nursery		60	6		67	42	
[St. Peter's Cathedral School]		1,668	164		1,012	1,418	
<b>Subtotal</b>	<b>\$4,958,251</b>	<b>\$2,270,334</b>	<b>\$176,258</b>	<b>\$108,071</b>	<b>\$257,424</b>	<b>\$151,840</b>	<b>\$493,931</b>

Audit Fee for Title I, Title II, and Perkins

3% limit on Title IV Administrative Costs

5% limit on Perkins Administrative Costs



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

Funding/Allocation	I	Title II-A Teacher Quality	Title II-D Technology	III	IV	V	Perkins
Private Schools:							
<b>Total</b>	\$4,958,251	\$2,270,334	\$176,258	\$108,071	\$257,424	\$151,840	\$493,931

**Distribution of Funds  
State Programs (Indicate Amounts)**

<b>Funding/Allocation</b>	<b>Curr/Prof Development</b>	<b>Extra Time</b>	<b>Early Intervention Reading</b>	<b>School Climate</b>	<b>Teacher to Teacher Cadre</b>	<b>LEP</b>
<b>Administrative Costs</b>						
<b>Indirect Cost &amp; Audit Fee</b>						
<b>District-wide Programs</b>	402,931	1,723,564	73,798	960,000	105,271	147,893
<b>Public Schools</b>	100,000					
<b>Total</b>	<b>\$502,931</b>	<b>\$1,723,564</b>	<b>\$73,798</b>	<b>\$960,000</b>	<b>\$105,271</b>	<b>\$147,893</b>

**Allocation Amount Check List:**

<b>Programs</b>	<b>Grant Amount</b>	<b>Indicated Amount</b>	<b>Status Check</b>
I	\$4,958,251	\$4,958,251	OK
Title II-A Teacher Quality	\$2,270,334	\$2,270,334	OK
Title II-D Technology	\$176,258	\$176,258	OK
III	\$108,071	\$108,071	OK
IV	\$257,424	\$257,424	OK
V	\$151,840	\$151,840	OK
Perkins	\$493,931	\$493,931	OK
Curr/Prof Development	\$486,420	\$502,931	Error
Extra Time	\$1,769,492	\$1,723,564	Error
Early Intervention Reading	\$75,791	\$73,798	Error
School Climate	\$990,000	\$960,000	Error
Teacher to Teacher Cadre	\$101,811	\$105,271	Error
LEP	\$154,634	\$147,893	Error



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	Heather Bordas				X		
Brookside	Dori Capretta	X					
Brookside	Katherine Siegel			X			
Brookside	Peggy Bastinelli				X		
Brookside	Heather Buchanan						X
Downes	Suan Rudolph			X			
Downes	Lisa Giobbe						X
Downes	Karen Brady				X		
Downes	Denny Schwartz		X				
Gallaher	Mary Ann Thompson	X					
Gallaher	Pam Waun		X				
Gallaher	Laura Brace			X			
Gallaher	George Brutscher				X		
Gallaher	Karen Keller						X
Jones	Sheryl Arnold		X				X
Jones	Diane DiClemente	X					
Jones	Stephanie Birdsall			X			
Keene	Bea Speir		X				
Keene	Gail Humfeld	X					
Keene	Alyssa Rosenthal			X			
Keene	Dawn Hagan and Kathy Kelly				X		
Keene	Pat Uniatowski and PBS Team						X
Leasure	Linda Ochenrider	X	X		X		X
Leasure	Brian Lee			X			
Maclary	Sandy Genette		X				
Maclary	Sandy Stephens			X			
Maclary	Brendon Low				X		
Maclary	Dianne Litzinger						X
Marshall	Pattie Buchanan		X				
Marshall	Gerri Marshall			X			
Marshall	Ann Marie Logullo				X		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	X	X			X
West Park	Jannett Garlick				X		
Wilson	Mary Cleary	X					
Wilson	Rick Draper			X			
Wilson	Irene Skelly					X	
Wilson	Helen Spacht						
Wilson	Marie McIntosh						X
Bancroft	Jackie Lee	X					
Bancroft	Meg Mason, Eric Stephens		X				
Bancroft	Eric Stephens				X		
Bancroft	Kalia Reynolds						X
Bayard	Dorrell Green	X	X	X	X		X
Palmer	Debra Masonheimer	X					
Palmer	Lisa Kohler						X
Palmer	Jim Bertrando				X		
Pulaski	George Steinhoff	X	X				X
Pulaski	Vickie Crew						X
Pulaski	Maria Monk						X
Pulaski	Chris Serpe			X			
Stubbs	Debbie Delia	X	X				
Stubbs	Jen Dilzer			X			
Stubbs	Gina Johnson				X		
Stubbs	Peter Boyer						X
Gauger/Cobbs	Amy Levitz		X	X	X	X	X
Kirk	Paul Rabinovitch	X			X		
Kirk	Carol Russell		X	X			
Kirk	Donald Patton					X	X
Shue	Ellie Ludwigsen		X	X		X	X
Shue	Diane Clark				X		
Shue	Mary Ann Sley				X		
Christiana High	Scott Flowers and Curtis Beford		X		X		
Christiana High	Scott Flowers/Dr. Linda Noel-Batiste			X			
Glasgow High	Todd Harvey		X	X	X	X	X
Newark High	Cara Albright			X			
Newark High	Emmanuel Caulk				X		X
Newark High	E. Caulk/Mark Friedly/C. Bekowski					X	
Sterck	Ed Bosso		X	X	X		
Sterck	Thersa Muschnaffi		X	X	X		
Sterck	Ann Weiford				X		
Douglass	Deborah William				X		
Douglass	John Markley		X	X			


**\*Required by Title IV**


**\*Required by Title IV**

**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.
- EE. It is assured that the districts will have a school counseling plan for K-12 based on the American Counselors Association National Standards for School counseling and that the plan will be used to provide counseling services for all children in the academic, personal / social and career domains.

**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 the district is assisting every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
- D. 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).
- E. It is assured that funds will be used to prepare teachers to integrate technology effectively into curricula and instruction.
- F. 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.
- G. 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 \_\_\_\_\_

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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, non-public school personnel, and Christina School and District staff were involved through several methods.

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:::~::~:

- Improving individual student achievement through the restructuring of schools,
- Maximizing the safety and welfare of the members of the Christina School Community, and
- 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 is 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, serves 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:::~::~:

The Cornerstone for Excellence:..... Core Curriculum, PK-12  
 The Cornerstone for Excellence:..... Accelerated, Advanced and Alternative Learning, PK-12  
 Instructional Intelligence:..... Using Data to Propel Student and Teacher Performance  
 Promoting and Supporting Employee Performance  
 Family, Community and Employee Engagement  
 Quality School Environments:..... New Construction and Building Modernization  
 Safe, Secure and Well Functioning Facilities  
 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 2005-06. The guiding principles for the Superintendent's Performance Targets are to:.....

- To accelerate achievement for all students and minimize the disparities among all groups of students,
- To create and maintain safe learning environments that promote excellent academic achievement, and
- To 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" (PEP) 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, develop these plans with leadership from the building principal. These plans are 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 the participation of the following groups:.....

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



Michelle Metcalf	Marshall		X							X	X	X	X	X	X
Lisa Reed	McVey	X	X							X	X	X	X	X	X



Note: Parent participation should be across multiple programs.





<b>Name</b>	<b>Constituency Representing</b>	<b>Program Representing</b>







## **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 \$ 11,994,437 Christina School District will employ approximately 104.30 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.

Our district developed the objectives for the five curriculum areas based on the Superintendent's Performance Targets which are 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 office for Family and Community Engagement and 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. Parents are involved in the decisions and practices at all grade levels in a variety of roles and are engaged in all schools.

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)
Student Needs	Data Source(s)
Improve academic achievement	DSTP-II
	Delaware Student Testing Program (DSTP)
	Early Intervention Growth Data
	HOST Learner Link-ELA/Mathematics
	LEP Summative Assessment/LEP Alternative Assessment
	Gates-McGinite Reading Test (GMRT)
	STAR Reading Assessment
	Individual Reading Inventory (IRI)
	DIAL Screening Tool
	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
	MAP (Measures of Academic Progress)
	Parent/Teacher Recommendations
	Standards Master
	DIBELS
	District Kindergarten Assessment Tool

	District Curriculum area Pre- Post-test
	PSAT
	SAT
	FastForward data
	IIP's
	Cognitive Tutor
	Advanced Placement Examinations
More intervention services for students in crisis	School-Based Pathways to Excellence Plans
	Positive Behavior Support (PBS) Data
	Suspension Discipline Data
	Reports/Administrative Referrals
	Contracted Intervention Services Data
	District-Wide Attendance Reports
	Intervention/Prevention Program Evaluations
	RAP History Reports
	Intervention Team Referrals
	Homebound Instructional Reports
	School Nurse Reports
	Student Daily Attendance
	Alternative Placement Data
	Youth Risk Behavior Survey Data
	Alternative Transition Data
	Homeless Report
Improved social, emotional and physical support service	School-Based Support (PBS) Data
	Contracted Intervention Services Data
	District Attendance Reports
	Prevention/Intervention 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 (PEP 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
	FastForward
	Carnegie Learning Cognitive Tutor
	DIBELS
	MAP
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 Survet
-Mentor support for new teachers	Porfolios
-To deliver instruction based on solid,scientifically based and best practice research	Needs Assessment Survey/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	Assessments- MAP/DIBELS
-Knowledge and skills to facilitate small learning communities	Project Charters
-Strategies to support students in Advance Placement Courses	DSTP-1 and DSTP II
-Reduced class size to allow for differentiated instruction	Work Samples
-Strategies assist with the inclusion of special education students in regular education setting	Site Council Minutes, Staff Meeting Minutes
-Strategies to assist students in higher level courses, i.e. AP/CP	School Improvement Plans
-Strategies for increasing engagement level for all learners	District Instructional Coaches
	District Staff Development Committee
	Workshop Evaluations
	Sign-In Sheets
	Teacher/Student Ratio and State Requirements for Class Size
Improve the integration of technology in learning by providing staff development to teachers on Inspiration software program to improve the organizational, thinking, and presentation skills of students.	LoTi Survey, DCET Survey, 8th Grade Literacy Test
Increase School Climate intervention strategies	District-wide Inventory/Prevention Program Evaluations
	Positive Behavior Support

	School Crisis Response Team
	IST/START/Other Intervention Teams
	Site Based Discipline Committee Teams, Discipline Data
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 Assessment/Surveys
-Parents Make It Happen (on Channel 28)	Site Council Surveys
Parents as Teachers	Parent Info Nights and Communication through newsletters and Web sites
Parent Early Education Center	Enterprise Zone Community Outreach
Parent Communication such as newsletters, web sites, etc	Sign-In Sheets for Family Activities
Increase knowledge and proficiency in technology	Needs Assessment Surveys/Reports
	School Improvement
	Teacher, Principal, Parent and Community Surveys
	State Graduation Requirements
	Loti Survey
Provide identified homeless students and families with resources necessary to maintain educational stability	Coordination of Services w/Homeless Program, Choice Program and Title I Indigent Fund
Support for teachers to reach 100% Highly Qualified status in all schools by end of 2005-06 school year.	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.
	Staff development to provide teachers with strategies to assist with the inclusion of special education students in the regular education setting.
	Staff development to provide teachers with strategies to assist students in higher level courses.
	Staff development to provide teachers with strategies for increasing engagement levels for all learners.
	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
	Improve Parent and Community Involvement
	Improve social, emotional, and physical support services
	Coordinate Intervention Service Delivery
	Develop data collection and reporting tool for student support and intervention services.
	Develop case management and service delivery for students at-risk.



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 have School Support Teams consisting of parents, community members, teachers, 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-proved 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 26 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.

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:.....:

Christina Parent Forum  
Schoolwide Enrichment Model Parent Committee  
Pathways to Excellence Site Committees  
Vocational Advisory Committees  
Title IV Advisory Committee  
Title I Parent Advisory Board  
Title I Parent Resource Center

Each of these groups or programs is composed of parents, community members, businesses, and school and district 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 liaison who plays a vital role in involving underrepresented parents in the Title I program. The parent liaison assists the individual schools in the development of parent policies and parent-school compacts.

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.

The district will continue to provide transportation, childcare, home visits and conference time to increase parental involvement of the historically underrepresented groups. Additionally, we will continue to inform our community through newsletters, board reports, etc. The Title I Parent Resource Center staff and the Title I parent liaison will

help to facilitate parent communication within the district. The district's office for Family and Community Engagement also serves to involve and inform our parents.

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 collaboration with the curriculum homeless liaison and the district homeless advocate.

- 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, businesses, and district and school personnel. The composition of this group includes members from historically underrepresented groups and representatives from poverty prevalent areas.

The Title I parent liaison plays a vital role in involving underrepresented parents in the Title I program. The parent liaison 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 has 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 is 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. During the 2005-06 school year, we will change data collection systems from Course Wizard to My Learning Plan.

The school and district professional development initiatives are based on student achievement data and other building and district data. The Department of 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 e-mail 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 service	3

More intervention services for students in crisis	4
Assistance to make a better transition from school to work	5
100% highly qualified teachers status by the end of 2005-2006 school year	6

- 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 32.8, so that one will be housed in each school (two positions .5 time). Twenty eight of the positions will be funded from the consolidated grant (the remaining positions will be funded from other sources) in order to provide on-site staff development facilitation, modeling and coaching for K-12 English/language arts, K-12 social studies, K-12 mathematics, technology, K-12, and science. Each elementary 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. 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. Extensive training in differentiated instruction will be provided across all grades K-12. In addition, training will be provided in the implementation of the school-wide enrichment model. An emphasis on training in the area of reading interventions at the secondary level will occur during the 2005-06 school year.

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:.....  
.....

- Differentiated Instruction
- Using Data and Assessment to guide instruction

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 instructional coaches.

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 Liaison 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.

Additional support will be provided to help teachers attain "highly qualified status" through Praxis II preparation and materials as well as reimbursement for Praxis II testing.

New teachers will be provided additional support and training through the new teacher induction and mentoring program.

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

The Service Integration Teams for each of the project charters, especially the K-12 Curriculum Charter and the Accelerated and Alternative Learning K-12 Charter will assist in the implementation of school plans.

Instructional Coaches are available in all curriculum areas for all schools.

Superintendent visits to each school to talk about their progress in implementing their plan.

Monthly principal meetings focus 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.

CTAC (Community Technical Assistance Council) is working with schools utilizing a ten-step process for school improvement planning. Eight schools completed this process during the 2004-05 school year. Eight additional schools will be engaged in this process for the 2005-06 school year, and the remainder of the schools in the 2006-07 school year.

An assessment of professional development needs will be conducted to identify areas of weakness and to help shape future professional development offerings to support teachers in becoming highly qualified.

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.

Goal	Evaluation Measures/Instruments	Analysis Process/Procedure(s)
Improve student achievement	By 2006, 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 and the	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.
	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, (MAP /NWEA), PSAT/SAT scores, Running Records, STAR, and IRIs to ensure growth is occurring throughout the school year.
	By 2006, 92% of all third grade students, 84% of all fifth grade students, 75% of all eighth grade students, and 74% 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 MPA data, DIBELS 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 2006, 60% of all third grade students, 69% of all fifth grade students, 79% of all eighth grade students, and 74% 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 2006, 80% of all third grade students, 73% of all fifth grade students, 50% of all eighth grade students, and 50% 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.
	By 2007, all District schools will impement an integrated and coordinated system of delivering prevention, intervention, and alternative program services to students in Grades K-12.	The District will develop a coordinated District-wide data collection and reporting of prevention and intervention programs and services. Components will include:
		Student Attendance Data
		Suspension and Exclusion Data
		School Resource Officer Reports
		School Safety Plans
		Student Code of Conduct Revisions
		Positive Behavior Suport (PBS) Data
		Alternative Placement Data
		Comprehensive School Counseling Implementation
		Alignment of K-12 Health Curriculum to National Standards
Improve student achievement		Intervention Team Referral and Services Data
		Professional Development:
		Classroom Management
		Disruptive Behavior
		Conflict Management/Incident De-Escalation
		Health Education Curriculum
		Intervention Strategies
		PBS

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 3 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**

<b>Target Group</b>	<b>Measurable Objective and Evidence of Accountability (Please number the objectives)</b>	<b>Activity</b>	<b>Timeline</b>	<b>Source of Funds</b>
K-12 Teachers, Students, Administrators	1.1 By 2006, 92% of all third graders, 84% of all fifth graders, 75% of all eighth graders, and 74% of all tenth graders will meet or exceed the standards in reading as measured by DSTP.	1.1.1 Employ 9 instructional coaches in language arts and .25 kindergarten cadre (For a total of 9.25 language arts instructional coaches.)	August 2005 to June 2006	Curriculum/ Profess. Development, Instructional Coach, Title I, Title II, Local Funds
Pre-K-1		1.1.2 Title I will employ 1 teacher for pre-school program at Elbert-Palmer School.	August 2005 to August 2006	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 2005 to August 2006	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 2005 to July 2006	Curriculum/Profess. Development, Instructional Coach, Title I, Title II, Local Funds

K-6 Students		1.1.5 Title I will provide scientifically based reading instruction to at-risk students in 14 Title I schools.	August 2005 to August 2006	Title I
K Teachers, Principals		1.1.6 All new kindergarten teachers and principals will be trained on kindergarten report cards and curriculum.	August 2005 to November 2006	Title I, Title II, Profess. Develop., Local
K-6 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, writing, and mathematics (Fast ForWord and HOSTS).	August 2005 to August 2006	Title I
K-6 Teachers		1.1.8 . Provide staffing for Fast ForWord and ELA HOSTS computer-assisted learning programs at Title I schools .	August 2005 to June 2006	Title I
Grade 1 Teachers, Administrators		1.1.09 First grade teachers and/or administrators will be trained on phonemic awareness and phonics instruction on an as-needed basis.	July 2005 to July 2006	Curriculum/ Profess. Develop., Instructional Coach, Title I, Title II
K Teachers, Administrators		1.1.10 Kindergarten teachers will be trained in phonemic awareness and phonics instruction on an as-needed basis.	August 2005 to August 2006	Curriculum/ Profess. Develop., Instructional Coach, Title I, Title II, Local Funds
6-12 Teachers, Administrators		1.1.11 Teachers will be trained to provide reading instruction to secondary students (6-12) using Project CRISS.	August 2005 to August 2006	Curriculum/ Profess. Develop., Instructional Coach, 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 2005 to August 2006	Curriculum/ Profess. Develop., Instructional Coach, 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 2005 to July 2006	Curriculum/ Profess. Develop., Instructional Coach, 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 2005 to July 2006	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 2005 to August 2006	Curriculum/ Profess. Develop., Instructional Coach, Title I, Title II, Local Funds
K-6 Schools		1.1.16 All Title I school-wide schools will implement parent school compacts.	August 2005 to August 2006	Title I
6-12 Teachers, Administrators		1.1.17 Continued training and new secondary teachers will be trained on Project CRISS.	August 2005 to August 2006	Curriculum/Profess. Develop., Instructional Coach, Title II, Local Funds
K-6 Schools		1.1.18 All Title I school-wide schools will disseminate the Christina Parent Involvement Policy.	August 2005 to August 2006	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 2005 to July 2006	Curriculum/ Profess. Develop., Instructional Coach, Title I, Title II, Local Funds
K-6 Title I Parents		1.1.20 Title I will conduct parent workshops in reading, writing, and mathematics districtwide.	August 2005 to August 2006	Title I
K-6 Title I Parents		1.1.20.1 Conduct Parent Events such as Family Literacy Nights	August 2005 to August 2006	Title I
K-6 Title I Parents, Teachers		1.1.20.2 Title I will provide staffing for the Title I Resource Center housed at Stubbs School.	August 2005 to August 2006	Title I
2-6 Teachers, Administrators		1.1.21 Revise the District Grades 2-6 ELA pacing guides as state standards are revised.	August 2005 to August 2006	Curriculum/Profess. Develop., Title II, Local
K-12 Teachers, Administrators		1.1.22 Provide after school and summer workshops for teachers in reading/writing.	August 2005 to August 2006	Curriculum/Profess. Develop., Title II, Local
K-12 Teachers, Administrators		1.1.23 Provide support through a service delivery model, school improvement, non-tenure teacher support, support district initiatives for school based professional development.	August 2005 to August 2006	Curriculum/Profess. Develop., Instructional Coach, Title I, Title II

K-12 Teachers		1.1.24 Successful implementation of proven reading strategies will be monitored and appropriate coaching given as measured by activities such as instructional coach daily logs, yearly summaries, supervisor and principal observations and walk-through activities.	August 2005 to August 2006	Curriculum/Profess. Development, Teacher to Teacher Cadre, Title I, Title II
K-12 Teachers, Administrators		1.1.25 Administrators and teachers will be trained in Assessment and Accountability issues as related to NCLB and Reading First.	August 2005 to August 2006	Title I, Reading First Grant
K-12 Teachers, Administrators, Students		1.1.26 Provide extended day and summer school instruction to help students meet state standards.	August 2005 to July 2006	Extra Time
K-6 Schools		1.1.27 Support schools under Federal School Improvement for Supplemental Services with Instructional Coaches and Central Administration assistance.	August 2005 to May 2006	Title I
K Teachers		1.1.28 All kindergarten teachers will receive ABC Decarian training and materials.	August 2005 to July 2006	Curriculum/ Profess. Develop., Instructional Coach, Title I, Title II, Local Funds, Early Intervention Funds
Grade 9 Teachers		1.1.29 (10-15) Regular and special education teachers working with the DSTP Reading 9th grade academy will be trained in reading strategy instruction.	August 2005 to July 2006	Curriculum/ Profess. Develop., Title II
K-4 Teachers, Administrators		1.1.30 Administrators/teachers in K-4 schools will continue to receive training in the components of Reading First.	August 2005 to July 2006	Curriculum/Profess. Development, Title II
K-3 Teachers, Administrators		1.1.31 New teachers/administrators of K-1 will continue to receive training and training materials in DIBELS.	August 2005 to July 2006	Curriculum/Profess. Development, Title I, Title II
K-12 Teachers, Administrators		1.1.32 Curriculum and professional development materials and training to support differentiated instruction with classrooms and to support students in Advanced Placement Courses.	August 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, Title II, Local Funds, UD Children's Math Project

K-12 Teachers, Students, Administrators	1.2 By 2006, 75% of all third graders, 69% of all fifth graders, 79% of all eighth graders, and 74% 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 2005 to July 2006	Curriculum/Profess. Develop., Title I, Title II, Instructional Coach
K-6 Teachers		1.2.2 Provide staffing for HOSTS programs at designated Title I school sites.	August 2005 to August 2006	Title I
K-12 Teachers, Administrators		1.2.3 Teachers/administrators will be trained in Six Traits Grades K-12 at building level.	August 2005 to August 2006	Curriculum/Profess. Develop., Title I, Title II, Instructional Coach
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 2005 to August 2006	Curriculum/Profess. Development, Title II
K-12 Teachers		1.2.5 Selected teachers will receive training from Delaware Writing Project (DWP).	August 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, Title II, Local Funds
K-3 Teachers, Students, Administrators		1.2.6 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 2005 to June 2006	Early Intervention, Curriculum/Profess. Develop., Instructional Coach, Title I, Title II, Title VI, Local Funds
K-6 Parents		1.2.7 Title I will conduct parent workshops in reading, writing, and/or math.	August 2005 to August 2006	Title I
1-3 Teachers		1.2.8 Training and materials for Writer's Workshop will be available to teachers in Grades 1-3 not currently implementing the model.	August 2005 to August 2006	Curriculum/Profess. Development, Early Intervention, Title II, Local Funds
K-6 Title I Parents		1.2.09 Conduct parent events such as Family Literacy Nights. (K-6)	August 2005 to August 2006	Title I
K-12 Teachers, Administrators, Students		1.2.10 Provide training for teachers/administrators in assessing students thinking, rubric writing, and scoring.	August 2005 to August 2006	Curriculum/Profess. Development, Title I, Title II
K-12 Teachers, Administrators		1.2.11 Elementary and secondary ELA committees will revise curriculum pacing guides.	October 2005 to August 2006	Curriculum/Profess. Development, Title I, Title II

K-12 Teachers, Administrators		1.2.12 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 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, Title I, Title II, Local Funds
K-12 Teachers, Administrators		1.2.13 Provide support for school based professional development and related travel.	July 2005 to July 2006	Curriculum/Profess. Development, Title I, Title II
K-12 Teachers, Administrators		1.2.14 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 instructional coaches, outside resource personnel, and/or master teachers.	July 2005 to July 2006	Curriculum/Profess. Development, Title I, Title II, Local Funds
K-12 Teachers		1.2.15 Instructional coaches will coach and do model lessons for all teachers who have taken training K-12.	August 2005 to June 2006	Curriculum/Profess. Development, Title I, Title II
K-12		1.2.16 Instructional coaches will model various instructional strategies and coach for all teachers related to their content areas.	July 2005 to July 2006	Curriculum/Profess. Development, Title I, Title II, Local Funds
K-12 Administrators, Teachers		1.2.17 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 2005 to July 2006	Curriculum/Profess. Development, Title I, Title II, Local Funds
K-12 Teachers, Administrators		1.2.18 Principals and central office will arrange for walk-throughs in their buildings on a regular basis.	August 2005 to June 2006	Local Funds
K-12 Students, Teachers		1.2.19 Staff will be trained in analyzing student diagnostic data collected 3-4 times a year in order to make sound instructional decisions.	August 2005 to June 2006	Curriculum/Profess. Develop., Instructional Coach, Title I, Title II, Local Funds
K-11 Students and Teachers		1.2.20 Provide extended day and summer school instruction to help students meet state standards.	August 2005 to June 2006	Extra Time

4-6 Title I Schools		1.2.21 Title I staff will support school improvement teams in developing PEP plans, writing, and developing school-wide programs for students performing below the standards.	August 2005 to June 2006	Title I
K-6 Teachers, Students, Para-Professionals, Administrators		1.2.22 Teachers and para-professionals will be employed by Title I to provide supplemental reading, writing, math, and early intervention to Title I students.	August 2005 to June 2006	Title I
K-12 Students		1.2.23 Provide translation support whenever possible for all schools serving ELL Students.	August 2005 to June 2006	Local, Title III
K-12 Students		1.2.24 Order supplemental instructional materials for ESL and Bilingual teachers that will assist students in language acquisition.	August 2005 to June 2006	Local, Title III
k-12 Students		1.2.25 LAS/ACCESS test to be administered to any new ELL student for identification, program placement, and database coding.	August 2005 to June 2006	Title III, Local Funds
K-12 Students, Parents		1.2.26 Parent notification via form letter regarding ELL identification and program placement.	August 2005 to August 2006	Local Funds
K-12 Students, Parents		1.2.27 Parent notification of post-test results on whether or not there was any growth in language acquisition.	August 2005 to August 2006	Local Funds
K-12 ELL Parents		1.2.28 Conduct bi-monthly meetings for parents of students in ELL program.	August 2005 to June 2006	Title III
K-12 ELL Parents		1.2.29 Conduct ELL parent satisfaction surveys after parent meetings and conferences.	August 2005 to June 2006	Title III, Local Funds
K-12 ELL Parents		1.2.30 Include inserts on site schools' newsletters on the ELL program.	August 2005 to June 2006	Local Funds
K-12 Parents, Students		1.2.31 Assist parents in enrollment of adult ESL classes.	August 2005 to June 2006	Local Funds
K-12 ELL Students		1.2.32 Contracted services with University of Delaware's English Language Institute to employ 3 ESL teachers.	August 2005 to June 2006	Local Funds

K-12 ELL Teachers, Students, Administrators		1.2.33 The ELL Program will monitor growth in students' language acquisition by comparing ACCESS scores from Entry to annual and from annual to annual assessments.	August 2005 to June 2006	LEP and Title III
K-6 Teachers, Para Professionals, Administrators		1.2.34 Schools will regularly disaggregate their data in accordance with IASA guidelines to ensure that the performance gap is being narrowed.	August 2005 to August 2006	Local Funds
K-12 Students, Teachers, Administrators, Private Schools		1.2.35 Allocate Title III funds to private schools to purchase testing materials to identify ELL students.	September 2005 to May 2006	Title III
K-12 ELL Teachers		1.2.36 Provide professional development to ELL teachers regarding TESOL, district math programs and differentiated instruction.	September 2005 to August 2006	Title III and Professional Development
K-12 Students, Teachers, Administrators	1.3 By 2006, 85% of all third grade students, 73% of all fifth grade students, 50% of all eighth grade students, and 50% of all tenth grade students will perform at level 3 or higher in mathematics as measured by the Delaware State Testing Program (DSTP).	1.3.1 Employ 7 Mathematics Instructional Coaches for Grades 1-12 and .25 teacher cadre for kindergarten professional development. (For a total of 7.25 Mathematics Instructional Coaches.)	August 2005 to June 2006	Curriculum/Profess. Development, Instructional Coach, Title II, Local Funds, UD Children's Math Project
K-12 Teachers, Administrators, Para-Professionals		1.3.2 Contract services for math specialist to deliver professional development for a total of 50 days.	August 2005 to June 2006	Curriculum/Profess. Development, Instructional Coach, Title II, Local Funds
K-12 Teachers, Administrators, Para-Professionals		1.3.3 Provide training for teachers, administrators, and paraprofessionals in standards-based/problem centered mathematics curricular materials.	August 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, Title II, Local Funds, UD Children's Math Project
K-12 Teachers, Administrators, Paraprofessionals		1.3.4 Title I will provide staffing to provide research based math instruction to at-risk students in Title I schools.	August 2005 to August 2006	Title I

K-6 Students, Teachers		1.3.5 Provide after-school, school day, and summer workshops for teachers, administrators, and paraprofessionals in mathematics and best practices in teaching.	August 2005 to June 2006	Curriculum/Profess. Development, Instructional Coach, Title II, Local Funds, UD Children's Math Project
K-12 Teachers, Paraprofessionals Administrators		1.3.6 Title I will provide technical training and support to 14 schools in computer based learning system which are correlated to the state standards in reading, writing, and mathematics HOSTS.	August 2005 to June 2006	Title I
K-6 Teachers, Administrators, Students		1.3.7 Instructional Coaches will provide coaching, modeling, and support for nationally validated mathematics curricula.	August 2005 to June 2006	Curriculum/Profess. Develop., Instructional Coach, 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 2005 to June 2006	Curriculum/Profess. Develop., Instructional Coach, 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 mathematics at each Title I school.	August 2005 to August 2006	Title I
K-6 Teachers, Students, Para-Professionals		1.3.10 Teachers and paraprofessionals will be employed by Title I to provide supplemental reading, writing, math, and early intervention support to Title I students.	August 2005 to June 2006	Title I
K-12 Teachers		1.3.11 Provide opportunities for peer observation, peer coaching/mentoring and reflection on best practices.	August 2005 to June 2006	Curriculum/Profess. Develop., Instructional Coach, 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 medians (e. g. website, parent nights, newsletters, conferences, classroom letters)	August 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, Title II, Local Funds, UD Children's Math Project

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 2005 to June 2006	Curriculum/Profess. Develop., Instructional Coach, Title II, Local Funds
K-12 Students		1.3.14 Provide instruction and instruction materials for extended day and summer school instruction to help students meet state standards.	August 2005 to June 2006	Extra Time
K-12 Students, Teachers, 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 2005 to July 2006	Curriculum/Profess. Develop., Instructional Coach, Title I, Title II, Local Funds, U of D Children's Math Project
K-12 Teachers, Students, Administrators		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 2005 to May 2006	Curriculum/Profess. Development, Instructional Coach, Title I, Title II, Local Funds, U of D Children's Math Project
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/Profess. Development, Instructional Coach, 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 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, 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 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, 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 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, 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 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, Title II, Local Funds, UD Children's Math Project
K-12 Teachers, Administrators, Para-Professionals		1.3.22 Provide budget support for school based professional development and related travel.	August 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, Title II, Local Funds, UD Children's Math Project, Title I
K-12 Teachers		1.3.23 Monitor/Revise Curriculum and Pacing guides.	August 2005 to August 2006	Curriculum/Profess./Development, Instructional Coach, 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 2005 to August 2006	Curriculum/Profess. Development, Instructional Coach, Title II, Local Funds, UD Children's Math Project
K-12 Teachers, 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 2005 to August 2006	Curriculum/Profess. Development, Title II, 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 87 to 90%, Grade 6 will improve from 65 to 70%.	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. (For a total of 2.25 Science instructional coaches.)	August 2005 to July 2006	Title II, and Curriculum/ Profess. Development
K-8 Teachers, Administrators, Students		1.4.2 Teachers/administrators/ instructional coaches will continue training and implementation of inquiry based science (Smithsonian).	July 2005 to July 2006	Curriculum/Profess. Development, Local Funds, Title II
K-8 Teachers, Administrators		1.4.3 Refine the District science curriculum alignment with state standards and grade cluster expectations.	July 2005 to July 2006	Title II, Curriculum/ Profess. Development, Local Funds
K-8 Teachers, Administrators		1.4.4 Provide 3 training sessions per grade per year for K-8 Smithsonian kits.	July 2005 to July 2006	Curriculum/Profess. Development, Title II, Title I, Local Funds
K-8 Teacher, Administrators, Students		1.4.5 Provide extended day and summer school instruction to help students meet state standards.	July 2005 to July 2006	Extra Time
K-8 Teachers		1.4.6 Peer coaching and visitations in other classrooms.	August 2005 to July 2006	Title II, Curriculum/ Profess. Development, Local Funds
K-12 Administrators		1.4.7 Procedures for administrative classroom observations will be developed, implemented, and monitored.	August 2005 to August 2006	Title II, Title I, Curriculum/Profess. Development, 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 2005 to July 2006	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 2005 to July 2006	Title II and Instructional Coach

7-12 Teachers, Administrators, Students	- Grade 8 will improve from 36% to 48%.	1.5.2 Hold regular staff development and curriculum alignment sessions for secondary science staff.	September 2005 to July 2006	Title II and V, and Instructional Coach
7-12 Teachers, Administrators, Students	- Grade 11 will improve from 55% to 60%.	1.5.3 Align and refine district wide pre-post assessments for Grades 7, 8, 9, 10.	July 2005 to July 2006	
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 2005 to July 2006	Title II, Curriculum/Profess. Development
7-12 Teachers, Administrators, Students		1.5.5 Provide extended day and summer school instruction to help students meet state standards.	July 2005 to July 2006	Extra Time
7-12 Teachers, Administrators, Students		1.5.6 Provide budget support for school based professional development and related travel.	July 2005 to July 2006	Title V, Curriculum/Profess. Development
7-12 Teachers, Administrators, Students	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 65% to 70% in Fall 2005. -The percentage of students in Grade 6 meeting or exceeding the standard will increase from 41% to 41% in Fall 2005. -The percentage of students in Grade 8 meeting or exceeding the standard will increase from 33% to 55% in Spring 2006. -The percentage of students in Grade 11 meeting or exceeding the standard will increase from 45% to 55% in Spring 2006.	1.6.1 Employ .25 kindergarten teacher in social studies for Instructional Coaches replacement and five Instructional Coaches in Grades 1-12 social studies (for a total of 5.25 Instructional Coaches).	August 2005 to June 2006	Title II, Curriculum Profess. 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 2005 to July 2006	Curriculum/Profess. Development, Title II, Local Funds

Grade 6 Students		1.6.3 Develop 9-12 standards based Social Studies curriculum designed by CSD committee.	July 2005 to July 2006	Curriculum/Profess. Development, Title II, Local Funds
Grade 8 Students		1.6.4 Implement new curriculum materials and provide pd Grades 1-3, 5, 8, 9.	July 2005 to July 2006	Curriculum/Profess. 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 2005 to August 2006	Perkins, Curriculum/Profess. Development, Title II
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, Shue and Kirk Middle Schools.	September 2005 to June 2006	Perkins
9-12 Students, Teachers		1.8.2 Upgrade technology in the graphics lab at Newark and Christiana High Schools.	September 2005 to June 2006	Perkins
9-12 Students, Teachers		1.8.3 Provide support for additional training for vocational staff/administrators on new and emerging technologies.	September 2005 to June 2005	Perkins and Curriculum/ Profess. Development
9-12 Students, Teachers		1.8.4 Continue to contract with BIE to provide career exploration services.	September 2005 to June 2006	Perkins
9-12 Students, Teachers		1.8.5 Upgrade technology in Business Education labs at Glasgow and Newark high schools.	September 2005 to June 2005	Perkins
9-12 Students, Teachers		1.8.6 Employ a job coach to work with the Networks Program.	September 2005 to July 2006	Perkins
9-12 Students, Teachers		1.8.7 Provide work study funds for students with disabilities to work through the Networks program.	September 2005 to July 2006	Perkins

9-12 Students, Teachers		1.8.8 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 2005 to July 2006	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 2005 to July 2006	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.2 Employ two Instructional Coaches for Grades K-12 instructional technology coaches. (One Instructional Coach for Elementary and one for Secondary.)	July 2005 to July 2006	Title II, Title II Tech., Local Funds
K-12 Teachers, Administrators		1.9.3 Integration and staff development for the Inspiration-Kidspiration software program to improve the academic learning environment.	July 2005 to July 2006	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.4 Supervisors and instructional coaches will develop workshops on instructional best practices in core content areas utilizing LessonLab support.	July 2005 to July 2006	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 2005 to July 2006	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 2005 to July 2006	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 2005 to July 2006	Title II Technology, Local Funds
K-12 Teachers, Administrators		1.9.8 The L/MS personnel will continue workshops to better assist classroom teachers with collaboration and technology integration in their teaching plans.	July 2005 to July 2006	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 2005 to July 2006	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 2005 to July 2006	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 2005 to July 2006	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 2005 to July 2006	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.	1.10.1 A Needs Assessment will be administered to identify professional development needs and offer training based upon those needs.	July 2005 to July 2006	Curriculum/Profess. Development, School Climate, Title IV

K-12 Teachers, Students, Administrators		1.10.2 Provide budget support for school based professional development.	July 2005 to July 2006	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 2005 to July 2006	Local Funds
K-12 Parents		1.11.2 Conduct parent satisfaction surveys after parent conferences.	July 2005 to July 2006	Title I, Title V, Local Funds
K-12 Parents		1.11.3 Provide training in ELL to all appropriate staff	July 2005 to July 2006	LEP, Title I, & Title V
K-6 Teachers, Students, Administrators, Parents		1.11.4 Title I will re-circulate outdated computers to local community centers and Parent Resource Center to provide community based hands-on experience with computers.	August 2005 to August 2006	Title I, Title V
K-8 LEP Parents, Students, Staff, ELL		1.11.5 Provide contractual support to K-12 ELL programs for parental involvement programs.	July 2005 to July 2006	Title IV
K-12 LEP Parents, Teachers, Students, Administrators	50% of ELL and bilingual students will show improvement in English language proficiency and meet annual measurable objectives based on the ELL Assessment.	1.12.1 One hundred percent of all ELL teachers will be trained in administering the ACCESS test to LEP students to determine English proficiency level.	August 2005 to June 2006	Title III
K-12 ELL Students, Para-Professionals		1.12.2 Bilingual paraprofessionals will be employed to provide supplemental instructional support in the major content areas for ELL students in K-12.	August 2005 to June 2006	LEP
K-12 ELL 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.	August 2005 to June 2006	Local Funds

K-12 ELL 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.	August 2005 to June 2006	Title III
K-12 ELL Parents, Teachers, Students		1.12.5 Communicate with parents when students are identified ELL and recommended for placement in ELL programs.	August 2005 to June 2006	Title III
K-12 ELL Parents, Teachers, Students		1.12.6 Increase the number of ELL students served by reading teacher by 15%.	August 2005 to June 2006	Title I, Title III, LEP
K-12 ELL Parents, Teachers, Students		1.12.7 Provide staff development to mainstream teachers to support instruction of ELL students.	August 2005 to June 2006	Title II , Title III
K-12 ELL Parents, Teachers, Students		1.12.8 Teacher participation in Summer Language Institute as offered by D.O.E. and University of Delaware.	August 2005 to June 2006	Local Funds
K-12 ELL Students, Teachers, Administrators		1.12.9 Instruction follows curriculum standards from WIDA emphasizing TESOL language acquisition techniques and the use of instructional technology to enhance language development.	August 2005 to June 2006	Title III
K-12 ELL Students, Teachers, Administrators		1.12.10 ACCESS tests and other supplemental instruction materials.	August 2005 to June 2006	Title III
PK-12 Teachers, Administrators	To support attainment of objectives for core content areas.	1.13.1 Two hundred teachers and administrators will be trained in differentiation for instruction strategies.	August 2005 to August 2006	Professional Develop., Title II, Local Funds
PK - 8 Teachers, Administrators		1.13.2 One hundred and fifty teachers and administrators will be trained in the School- wide Enrichment Model for talent development.	August 2005 to August 2006	Professional Develop., Title II, Local Funds

PK-12 Teachers		1.13.3 Assistance to buildings will be provided to increase access to the general curriculum for special education students.	August 2005 to August 2006	Professional Develop., Title II, Local Funds
6-9 Teachers		1.13.4 Provide training and resources necessary to implement Pre-AP curriculum.	August 2005 to August 2006	Professional Develop., Title II, Local Funds
9-12 Teachers		1.13.5 Provide training and resources necessary to implement rigorous college prep and AP courses.	August 2005 to August 2006	Professional Develop., Title II, Local Funds
6-12 Guidance Counselors		1.13.6 Provide training and resources necessary to advise students regarding rigorous selection, college and career planning.	August 2005 to August 2006	Professional Develop., Title II, Local Funds
9-12 Students		1.13.7 Provide seminar courses to support student success in more rigorous course-work.	August 2005 to August 2006	Professional Develop., Title II, Local Funds
6-12 Parents		1.13.8 Conduct parent workshops on topics related to rigorous academic programs and college and career planning.	August 2005 to August 2006	Professional Develop., Title II, Local Funds
6-12 Teachers, Guidance Counselors		1.13.9 Hold vertical and horizontal articulation meetings in each of the core content areas.	August 2005 to August 2006	Professional Develop., Title II, Local Funds
10-12 AP Teachers		1.13.10 Hold quarterly meetings for AP teachers.	August 2005 to August 2006	Professional Develop., Title II, Local Funds
9-12 Teachers, Administrators		1.13.11 Providing training and materials to support students in CP courses, i.e., AVID.	August 2005 to August 2006	Professional Develop., Title II, Local Funds
K-12 All Students	1.1 - 2.7 - All Objectives	Employ one replacement teacher and pay the local share of their salary to replace an instructional coach serving as New Teacher Induction Cadre.	August 2005 to August 2006	Title II
Homeless students in CSD	1.1 - 2.7 - All Objectives	1.11.5 Title I will support the SCD homeless program by providing funds for school supplies and other needs to support homeless education.	July 2005 to July 2006	Title I

**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

<b>Target Group</b>	<b>Measurable Objective and Evidence of Accountability (Please number the objectives)</b>	<b>Activity</b>	<b>Timeline</b>	<b>Source of Funds</b>
K-12 Students, Teachers, Administrators	2.1 By 2007, all District schools will implement an integrated and coordinated system of delivering prevention, intervention and alternative program services to students in Grades K-12, as evidenced by compliance monitoring.	2.1.1 Various intervention models will be evaluated to develop and implement one that will provide the most effective means to address students' academic, behavior, school health and attendance issues.	July 2006 to December 2007	Title IV, School Climate
		2.1.2 Professional development will be provided to train intervention team members of professional staff to support students with attendance, academic, behavior and school health issues.	July 2006 to December 2007	Title IV, School Climate
		2.1.3 Professional development will be provided to intervention team members to implement the model for instructional support and positive behavior.	July 2006 to June 2007	Title V, School Climate

K-12 Students, Teachers, Administrators	2.2 During the 2005-2006 school year, a coordinated District-wide data collection and reporting of prevention programs and services will be developed and implemented.	2.2.1 Data elements related to prevention, intervention and alternative program services will be assessed.	July 2006 to December 2007	Title V, School Climate
		2.2.2 A data collection and reporting tool will be developed to facilitate intervention case management, and to document prevention and intervention service delivery.	July 2006 to June 2007	Title IV, School Climate
		2.2.3 Professional development will be provided for intervention team members and professional staff.	June 2006 to June 2007	Title IV, School Climate
		2.2.4 Annual intervention data analysis will occur to determine the number of students served, to monitor student progress, and to identify future needs to help address issues for students needing assistance to improve instruction.	May 2005 to June 2006	Title IV, School Climate
	2.3 By 2007, health education for all students K-12 will be in alignment with National Standards and state compliance requirements will be met, as evidenced by compliance monitoring.	2.3.1 Review current health education curriculum materials (including substance abuse and violence prevention) to determine alignment with National Standards.	July 2005 to December 2005	Title IV, School Climate
		2.3.2 Provide curriculum materials for each grade level throughout the District.	July 2005 to June 2006	Title IV, School Climate
		2.3.3 Provide professional development for teachers in health education curriculum and state compliance requirements.	July 2005 to June 2006	Title IV, School Climate
		2.3.4 Support substance abuse and violence prevention activities throughout the District.	July 2005 to June 2006	Title IV, School Climate
K-12	2.4 By 2007, the District will develop a school counseling plan that is in alignment with State Standards.	2.4.1 Assess current school counseling programs in all District schools.	July 2005 to June 2006	Title IV, School Climate
		2.4.2 Develop a K-12 school model for the District.	July 2005 to June 2006	Title IV, School Climate



**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 2005-2006 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 2005 to July 2006	Title II, Local Funds
		3.1.2 Provide monetary assistance to teachers taking coursework to become highly qualified.	August 2005 to July 2006	Title II
		3.1.3 Begin a collection of resource materials for teachers to use to prepare for the Praxis II exam.	August 2005 to July 2006	Title II
		3.1.4 Provide 50% reimbursement of registration cost for Praxis II exam.	August 2005 to July 2006	Title II
		3.1.5 Provide training and support to teachers and para-professionals not yet considered highly qualified.	August 2005 to July 2006	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.**

**\*\*Please note:** OEC rates are based upon the Governor's recommended budget as of April 11, 2005. These rates are subject to change several times before June 30th and will be updated when the final budget has been approved on or about July 1, 2005.

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 entries must be entered 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.

**All cells that are yellow are formula driven cells that data can not be entered into. All Questions regarding these budget sheets should be directed to Tammy Hughes at (302) 739-4663 or thughes@doe.k12.de.us**

**\*\*\*Reminder:** Allocation amounts must be updated when final allocation amounts are released by DOE on or about July 1, 2005.

STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

BUDGET  
Pg. 1  
of 19

FEDERAL PROJECT  
BUDGET FORM

Project Period From: 8/15/2005 To: 12/30/2006

Date: \_\_\_\_\_

Federal Program/Title: **FY '06 Consolidated Application**  
LEA/OTHER AGENCY: Christina School District  
PROJECT TITLE: Consolidated Grant

**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 II 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	<b>PROFESSIONAL: Administration</b> Title I Full-Time Manager Title I Full-Time Secretary Title I Half-Time Parent/Tech Specialist Title I Half-Time (50%) Financial Secretary  Partial Time (7%) Financial Secretary Partial Time (7%) Financial Secretary Partial Time (36%) Financial Secretary  <b>PROFESSIONAL: Instruction (1)</b> Full-Time Teachers: 38.5 @\$36,876 replacement 1.1-1.3 Teacher for Preschool at Elbert-Palmer @ \$36,876 replacement  2.1 Teachers, Nurses, Counsel: Interven. Team Leaders: 4 mtgs x 3 hrs x 30 staff @\$22/hr 2.4 Summer Work Days for School Counseling Coordinator (\$262.50/day x 30 days) 1.11 ELL Instruction: 25 Teachers x \$16.17/hr x 7 hrs ELL Program Overview: 9 Teachers x \$16.17/ hr x 2 hrs 1.11 Teachers - Summer ESL Prog. @ \$26.69/hr 1.1-1.6 Teachers for Extended Year Program in Core Content Areas @ \$26.69/hr 1.1-1.6 Teachers for Extended Year Program in Core Contents to assist students with disabilities @ \$26.69/hr	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	Subtotal	198,000	17,000		3,155	3,155							
200	1.1-1.3 Full-Time Teachers: 38.5 @\$36,876 replacement 1.1 Teacher for Preschool at Elbert-Palmer @ \$36,876 replacement  2.1 Teachers, Nurses, Counsel: Interven. Team Leaders: 4 mtgs x 3 hrs x 30 staff @\$22/hr 2.4 Summer Work Days for School Counseling Coordinator (\$262.50/day x 30 days) 1.11 ELL Instruction: 25 Teachers x \$16.17/hr x 7 hrs ELL Program Overview: 9 Teachers x \$16.17/ hr x 2 hrs 1.11 Teachers - Summer ESL Prog. @ \$26.69/hr 1.1-1.6 Teachers for Extended Year Program in Core Content Areas @ \$26.69/hr 1.1-1.6 Teachers for Extended Year Program in Core Contents to assist students with disabilities @ \$26.69/hr	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	Subtotal	1,456,602		3,121	13,696				560,000				

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 II 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	<b>PROFESSIONAL: Instruction (2)</b> 1.1-1.6 Teachers for Extended Hours Program in Core Content A. 1.1-1.6 28.8 Full Time Instructional Coaches @ \$36,852 1.11 Full Time ELL Teacher 1.1-1.6 Teachers Training in Core Areas, 31 @ \$26.69		840,226					156,621	345,000			64,491 827	50,000
	Subtotal Inst		840,226					156,621	345,000			65,318	50,000
	Total Pg 1&2	1,456,602	840,226	3,121	13,696			156,621	905,000			65,318	50,000

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 II 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: <b>PROFESSIONAL: Instruction (3)</b>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal Inst													
Total Pg 1&2&3		1,456,602	840,226	3,121	13,696			156,621	905,000			65,318	50,000

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 II 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: <b>PROFESSIONAL: Instruction (4)</b>	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal Inst													
Total Pg 1,2,3,&4		1,456,602	840,226	3,121	13,696			156,621	905,000			65,318	50,000

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 II 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: <b><u>SUBSTITUTES: (All OEC Except Pension)</u></b> 1.1-1.6 ELL Instruct.: 11 Subs for teachers x \$140/day x 1 day	\$	\$	\$ 1,540	\$	\$	\$	\$	\$	\$	\$	\$	\$
Subtotal Subs				1,540									

	TITLE I	Title II TQ	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.													
<b>PROFESSIONAL: Administration</b>													
100													
	Title I Full-Time Manager												
	Title I Full-Time Secretary	10,000											
	Title I Half-Time Parent/Tech Specialist	11,675											
	Title I Half-Time (50%) Financial Secretary	5,000											
		5,905											
	Partial Time (7%) Financial Secretary			801									
	Partial Time (7%) Financial Secretary				801								
	Partial Time (36%) Financial Secretary		4,200										
<b>PROFESSIONAL: Instruction (1)</b>													
200													
	1.1-1.3 Full-Time Teachers: 38.5 @\$36,876 replacement	449,488											
	1.1 Teacher for Preschool at Elbert-Palmer @ \$36,876 replacement	11,675											
	2.1 Teachers, Nurses, Counsel: Interven. Team Leaders: 4 mtgs x 3 hrs x 30 staff @\$22/hr												
	2.4 Summer Work Days for School Counseling Coordinator (\$262.50/day x 30 days)												
	1.11 ELL Instruction: 25 Teachers x \$16.17/hr x 7 hrs												
	ELL Program Overview: 9 Teachers x \$16.17/hr x 2 hrs												
	1.11 Teachers - Summer ESL Prog. @ \$26.69/hr												
	1.1-1.6 Teachers for Extended Year Program in Core Content Areas @ \$26.69/hr												
	1.1-1.6 Teachers for Extended Year Program in Core Contents to assist students with disabilities @ \$26.69/hr												
	Prog Obj. <b>PROFESSIONAL: Instruction (2)</b>												
	Teachers for Extended Hours Program in Core Content A.												
200	1.1-1.6 28.8 Full Time Instructional Coaches @ \$36,852		266,190				49,619				20,431		
	1.11 Full Time ELL Teacher											11,675	
	1.1-1.6 Teachers Training in Core Areas, 31 @ \$26.69												
	Subtotal Ben	493,743	270,390		801		801		49,619			20,431	11,675
	TITLE I	Title II TQ	TITLE III	TITLE IV	TITLE V	PERKINS	Prof Dev	Extra Time	Early Interv	School Cli	T-T Cadre	LEP	

	TITLE I	Title II TO	TITLE III	TITLE IV	TITLE V	PERKINS	Prof Dev	Extra Time	Early Interv	School Cli	T-T Cadre	LEP
<p>This section is for "Health Insurance/Other Non-taxed Benefits", it automatically posts to that line above.</p> <p><u>PROFESSIONAL: Instruction (3)</u></p> <p>200</p>												
Benefits Pg 1,2&3	493,743	270,390		801	801		49,619				20,431	11,675

	TITLE I	Title II TO	TITLE III	TITLE IV	TITLE V	PERKINS	Prof Dev	Extra Time	Early Interv	School Cli	T-T Cadre	LEP
<p>This section is for "Health Insurance/Other Non-taxed Benefits", it automatically posts to that line above.</p> <p><u>PROFESSIONAL: Instruction (4)</u></p> <p>200</p>												
Subtotal Ben												
Benefits Pg 1,2,3 & 4	493,743	270,390		801	801		49,619				20,431	11,675

	TITLE I	Title II TQ	TITLE III	TITLE IV	TITLE V	PERKINS	Prof Dev	Extra Time	Early Interv	School Cli	T-T Cadre	LEP
<b>This section is for "Health Insurance/Other Non-taxed Benefits", it automatically posts to that line above.</b>												
<u>Support Staff:</u>												
200												
1.1-1.6	Full-Time Paraprofessionals: 24 @ \$20,000	280,200										
2.1	Paraprofessionals for Intervention in Crisis: 2,600 hrs @\$10.83/hr											
1.7-1.8	1 Paraprofessional to work as a job coach											
1.1-1.3	Paraprofessional to support extended day							11,675				
1.11	2 Full time Bi-Lingual Paras											23,350
	Subtotal Ben	280,200						11,675				23,350
	Benefits Pg 1,2,3,4&Support	773,943	270,390		801	801	49,619	11,675			20,431	35,025

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 II 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	<b>SUPPORT STAFF:</b> 1.1-1.6 Full-Time Paraprofessionals: 24 @ \$20,000 2.1 Paraprofessionals for Intervention Services for Students in Crisis: 2,600 hrs @\$10.83/hr 1.7-1.8 1 Paraprofessional to work as a job coach at Networks 1.1-1.3 1 Paraprofessional to support extended day 1.11 2 Full time Bi-Lingual Paras	\$ 480,000				\$ 28,158	\$ 12,000		\$ 25,000				\$ 38,000
	Subtotal	480,000				28,158	12,000		25,000				38,000
200	<b>STUDENTS: (With WC &amp; UI)</b> Provide students with disabilities work opportunities at prevailing minimum wage						\$ 10,000						
	Subtotal						10,000						
800	<b>OTHER EMPLOYEE COSTS:</b> Percent FICA 6.20 Medicare 1.45 Pension 15.02 Workman's Comp 1.73 Unemployment Insurance 0.17 Health Insurance/Other Non-taxed Benefits												
	Subtotal	1,298,415	481,010	915	4,942	8,494	3,138	88,101	240,176			36,480	56,647
<b>TOTAL SALARY &amp; EMPLOYEE COSTS</b>		\$3,433,017	\$1,338,236	\$5,576	\$21,793	\$39,807	\$25,138	\$244,722	\$1,170,176			\$101,798	\$144,647

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 II 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)
800	Prog Obj. Federal Audit Fee (For FY 2004, Title I, Title II and Perkins)	\$ 5,000	\$ 5,000				\$ 1,275						
200	Services to Non-Public Schools	130,152											
	Evaluation Fee	10,000											
	Trip Registrations	2,000											
1.1-1.2	SES Supplemental Services	549,880											
	Choice Transportation	215,273											
1.1-1.4	Professional Development (teachers/paras)	85,324											
1.10	Parent Involvement (to schools)	47,124											
	District Level Parent Activities	5,096											
	Parent Center	10,500											
	Grandparent Program	200											
	Non-Public Parent Activities	2,384											
1.1	Fast ForWord	125,000											
	Non Public Schools				17,000								
2.4	Registrations (regional/local conference for counseling staff)				5,000								
2.4	Elementary Guidance Counselors				105,406								
2.3	Elizabeth Thomas (Health Education Support and Coordination)				45,000								
2.3	Paula Long (School Health Support Services)				9,000								
2.1	Intervention Team Training - Consultant				10,000								
2.2	Software Development for Student Services Data Tracking System										30,000		
2.5	Delaware Consultant Services (Alternative Program Support and School Conduct Compliance)										20,000		
2.1	Jan Abrams (Intervention Team Coordinator)										25,000		
2.5	Brenda Farside (Counseling Intern Program for Secondary Schools)										45,000		
2.5	Intervention Counseling Services Contracts for Schools										297,000		
2.5	Time Out and Behavior Interventionist Contracts for Schools										474,000		
1.11	Translation Services to Schools			10,000									
1.11	ACCESS Testing for Annual and Entry			18,090									
1.11	Registrations for Conferences			1,680									
2.1-2.4	Positive Directions & DE Guidance for Elem. Schools					6,439							
	Subtotal	1,187,933	5,000	29,770	191,406	6,439	1,275				891,000		

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 II 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.	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	1.1-1.6 Contracts with Consultants to work with staff on innovative programs in support of school improvement plans (AVID, AP expansion, Block Scheduling, Gifted, Differentiated Instruction)					36,000							
	1.11 Univ. of DE English Language Institute								67,000				
	1.1-1.6 Students Transportation for Extended Day and Summer Programs								365,000				
	1.8-1.9 Contract to Business/Industry/Education Alliance						5,000						
	1.8-1.9 Technology Training for Vocational Educators						6,000						
	1.1-1.6 Kelly Services for subs for Elementary, 400 @ \$140/day		56,000										
	1.1-1.6 Kelly Services for subs for Secondary, 300 @ \$140/day		42,000										
	1.1-1.6 Kelly Services for subs for Diff Inst, 275 @ \$140/day		38,500										
	Non-public funds to distribute across participating schools		15,100										
	1.1-1.6 Registrations for Administrators - 10 @ \$750		7,500										
	1.1-1.6 Registrations for AVID - 20 @ \$500		10,000										
	1.1-1.6 Registrations for AP Training - 20 @ \$750		15,000										
	1.1-1.6 Registrations for NWEA - 20 @ \$500		10,000										
	Funds to Schools in Improv. & low HQ teachers		14,250										
	1.1-1.6 Registrations for ELL Conferences												3,246
	Funds to support school level professional development							110,000					
	Contracts with Consultants for training in Core Content							55,000					
	Subtotal		208,350			36,000	11,000	165,000	432,000				3,246
	Total Pg 1&2	1,187,933	213,350	29,770	191,406	42,439	12,275	165,000	432,000		891,000		3,246

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 II 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		1,187,933	213,350	29,770	191,406	42,439	12,275	165,000	432,000		891,000		3,246

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 II 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. 2.4 Travel for School Counseling Coordinator 2.4 Travel for regional/local conferences for counseling staff (mileage, airfare, lodging, etc.) 1.1-1.6 Travel for professional workshops, conferences, etc. (mileage, airfare, lodging, etc.) 1.8-1.9 Student travel for regional, state, national vocational competitions (meals, lodging, transportation, etc.) Travel for regional/local/national conferences for: (lodging, meals, transportation, etc.) 1.1-1.6 Administrators - 20 @ \$1,000 AVID - 20 @ \$1,000 AP Training - 20 @ \$750 NWEA - 20 @ \$1,000 Music/Art - 10 @ \$1,000 1.1-1.6 Local mileage for teachers/coaches @.31 Non-public funds to distribute - participating schools			6,250	500 5,000			34,258				3,473	
	Subtotal		120,099	6,250	5,500		34,258					3,473	

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 II 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			120,099	6,250	5,500		34,258					3,473	

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 II 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. Office Materials/Supplies	\$ 9,929	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	1.11 Indigent/Homeless	3,000											
	2.3 Great Body Shop Curriculum Materials (Prevention/Intervention) Curriculum Materials				11,000								
	2.3 Materials and Supplies to Support Prevention and Intervention Programs				10,884								
	2.3 Great Body Shop Curriculum Materials (Prevention/Intervention) Curriculum Materials										65,000		
	2.5 Materials and Supplies to Support School Climate Programs										4,000		
	Materials and Supplies - private schools					22,015							
	1.1-1.6 Materials and Supplies to suport innovative programs related to AVID, AP Expansion, Differentiated Instruction, Gifted and Talented					37,646							
	1.11 Instructional Materials ELL, K-12			53,406									
	1.11 Assessment Materials for ELL and LMS Students			5,500									
	Growth Reports and Data Analysis Reports of ELL Students			1,200									
	Material for ELL Students in Private Schools			1,500									
	1.11 Bi-Monthly ELL Parent Council Meeting			600									
	1.11 ELL Parent Surveys			150									
	1.11 Communications with ELL Parents/Announcements to Community			2,000									
	1.1-1.6 Supplies for Summer School Programs in the schools (books, paper, teaching supplies, etc.)								121,388				
	1.1-1.2 Supplies and Materials									73,798			
	1.7-1.9 Continuation of upgrading Networks: Minor Replacement equipment for growth/expansion of:						3,015						
	Autoworks: Portable Compresson-\$372; 7" Shop Polisher-\$70; 8" Buffer-\$268; 18 Gal. Wet/Dry Utility Vac-\$200; Perform. Pro Seats-\$90												
	Copyworks: N-3 Auto. Numbering Machine-\$471												
	Munchworks: 8 Qt. Oblong Chafers-\$798; Extra Oblong Food Pans-\$136; Extra Round Food Pans-\$468; Extra Half Size Food Pans-\$141;												
	1.3 Materials to Support Math Training/Prof. Develop.		100,000										
	1.4-1.5 Materials to Support Science Training/Prof. Develop.		100,000										
	1.6 Materials to Support Social Studies Training/Prof. Dev.		100,000										
	1.1-1.2 Materials to Support ELA Training/Prof. Develop.		90,400										
	Materials to Support Music/Art Training/Prof. Develop.		20,000										
	1.1-1.6 Differentiated Instruction		20,000										
	1.1-1.6 Pathwise/Framework for Teaching Materials (150 @\$20)		2,972										
	3.1 Praxis II Study Materials		2,500										
	Funds to Schools in Improve. & low HQ Teachers		14,250										
	1.1-1.6 Core Content Pacing and Curriculum Guides							68,209					
	Subtotal	12,929	450,122	64,356	21,884	59,661	3,015	68,209	121,388	73,798	69,000		

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 II 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.  Non-Core Curriculum Development	\$	\$	\$	\$	\$	\$	\$ 25,000	\$	\$	\$	\$	\$
Subtotal								25,000					
Total Pg 1&2		12,929	450,122	64,356	21,884	59,661	3,015	93,209	121,388	73,798	69,000		

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 II 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		12,929	450,122	64,356	21,884	59,661	3,015	93,209	121,388	73,798	69,000		

LEA/OTHER AGENCY: Christina School District

		TITLE I (Federal)	Title II 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)
<b>TOTAL DIRECT COST</b> (sum of Expense Classification Totals from previous pages)		\$4,633,879	\$2,121,807	\$105,952	\$240,583	\$141,907	\$74,686	\$502,931	\$1,723,564	\$73,798	\$960,000	\$105,271	\$147,893
<b>INDIRECT COST</b> (List Used Rate)													
(Indirect Cost Rate x Federal Fund Portion of Direct Cost)		7.00%	7.00%	7.00%	2.00%	7.00%	7.00%	7.00%					
This rate is valid through June 30, first year)		324,372	148,526	2,119	16,841	9,933	5,228						
Fed Acct. No.	<b>EXPENSE CLASSIFICATION: CAPITAL OUTLAY</b> List item(s) description, quantity and unit price. Prog Obj.												
700	<b>1.7-1.9 TO REPLACE EXISTING EQUIPMENT:</b> Replace Computer Lab at Glasgow High School: Dell Computers @ \$999, Photocopier @ \$3,000, Scanners @ \$263, Camcorders @ \$705, Equip. Main. @ \$5,000, Projectors @ \$2,944, Carry Case @ \$60, Lamps @ \$586, Ceiling Mounts @ \$254, Projector Locks @ \$48, Install. Ceiling Mounts @ \$720, Video Projector Screen @ \$228  1.7-1.9 Replace and Upgrade Kitchen at Christiana High: Comm. Freezer/\$3,465; Comm. Refrig/\$4,800; Ice Machine/\$1,607; Comm. Slicers(2) @ \$1,812/\$3,624; Garbage Disp./\$1,321; Elect. Range/\$3,120; Dishwasher/\$3,079; Comm. Washer/\$1,079; 8 Laptops @ \$1,800/\$14,400						69,270						
	Subtotal 1 & 2						228,201						
1200	<b>1.7-1.9 NEW CAPITAL EQUIPMENT:</b> Upgrade Graphic Labs at Newark and Christiana High: Computers - 50 @ \$1,000 = \$50,000; Laser Printers - 7 @ \$2,000 = \$14,000; Digital Cameras - 26 @ \$500 = \$13,000; Adobe Creative Software - 2 @ \$9,500 = \$19,000 <b>Macromedia Studio Software @ \$4,749, CDREW Drive @ \$300,</b> <b>Recordable Media</b> <b>@ 75</b> 1.7-1.9 Newark High: 26 Desk. Computers w/Mini Towers  1.7-1.9 Continuation of upgrading Networks: Minor replacement equipment for growth and expansion of Networks' Programs:  Copyworks: Scorer/Perforator-\$1,043; Folder/Inserter System- \$15,000; Hi Speed Envelope Printer-\$30,000; Syn. Feeder Option- \$5,000; Floralworks/Greenworks: Agriscience Ed. Module - Horticulture- \$1,840 and Pro Landscape-\$2,250; Dell Computer-\$2,327  Muchworks: Pan/Tray Carts-\$1,894; 6 Qt. Round Chafers - \$1,336; Half-Size Chafers-\$1,144; 3 Gal. Coffee Urns - \$1,528; Proserve Insulated Carriers-\$1,185 Teamworks: Epson C84 Sublimation System-\$5,378						96,000						
	Subtotal 1 & 2						185,815						
<b>TOTAL CAPITAL OUTLAY</b>							414,016						
<b>GRAND TOTAL</b>		\$4,958,251	\$2,270,333	\$108,071	\$257,424	\$151,840	\$493,930	\$502,931	\$1,723,564	\$73,798	\$960,000	\$105,271	\$147,893

LEA/OTHER AGENCY: Christina School District

		TITLE I (Federal)	Title II 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	<p><b>TO REPLACE EXISTING EQUIPMENT:</b>            Upgrade computer labs at Gauger, Kirk and Shue Middle Schools @ \$32,000 each: 15 desktop computers @ \$1,000; 1 laptop computer @ @ \$2,000; Applied Edu Systems software upgrades, AES equip replace.            Computer equipment for Shue, Kirk, Gauger Schools @ \$8,812 each): Includes the following:            computer tables @ \$246.25            Dell Computers @ \$2,400            VCR/DVDs @ \$380            Ear/Head Phones @ \$575            Ear/head Phones @ \$228            High Speed Printers @ \$1,249            Smsart Boards/Projectors/Ceiling Mount @ \$3000            Scanners @ \$200            Tables @ \$534</p>						96,000						
	Subtotal						26,436						
							122,436						
1200	<p><b>NEW CAPITAL EQUIPMENT:</b></p>												
	Subtotal												
<b>TOTAL CAPITAL OUTLAY THIS PAGE</b>													

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: 8/15/2005

PROJECT TITLE: TITLE I

GRANT NUMBER: Consolidated Grant

Ending: 12/30/2006

*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: 7.00  
Ind Cost 2nd Yr: 7.00  
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	198,000							198,000
		Year 2								
		Total	198,000							
Instruction	200	Year 1	1,936,602	1,182,933		12,929				3,132,464
		Year 2								
		Total	1,936,602	1,182,933		12,929				
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	1,298,415	5,000			324,372			1,627,787
		Year 2								
		Total	1,298,415	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								
<b>TOTAL EXPENDITURES</b>										4,958,251
<b>TOTAL BUDGET</b>			3,433,017	1,187,933		12,929	324,372			4,958,251

CHIEF OFFICER: \_\_\_\_\_

DATE: 8/24/2005

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: 8/15/2005

GRANT NUMBER: Consolidated Grant

Ending: 12/30/2006

*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: 7.00  
Ind Cost 2nd Yr: 7.00  
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	198,000							198,000
		Year 2								
		Total	198,000							
Instruction	200	Year 1	1,936,602	1,050,197		12,929				2,999,728
		Year 2								
		Total	1,936,602	1,050,197		12,929				
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	1,298,415	5,000			315,080			1,618,495
		Year 2								
		Total	1,298,415	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								
<b>TOTAL EXPENDITURES</b>										4,816,223
<b>TOTAL BUDGET</b>			3,433,017	1,055,197		12,929	315,080			4,816,223

CHIEF OFFICER: \_\_\_\_\_

DATE: 8/24/2005

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: 8/15/2005

PROJECT TITLE: TITLE I NON-PUBLIC

GRANT NUMBER: Consolidated Grant

Ending: 12/30/2006

*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: 7.00  
Ind Cost 2nd Yr: 7.00  
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		132,736 132,736						132,736
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					9,292			9,292
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								
<b>TOTAL EXPENDITURES</b>										142,028
<b>TOTAL BUDGET</b>				132,736			9,292			142,028

CHIEF OFFICER: \_\_\_\_\_ DATE: 8/24/2005 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: 8/15/2005

PROJECT TITLE: Title II Teacher Quality

GRANT NUMBER: Consolidated Grant

Ending: 12/30/2006

*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: 7.00  
Ind Cost 2nd Yr: 7.00  
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	17,000							17,000
		Year 2								
		Total	17,000							
Instruction	200	Year 1	840,226	208,350	120,099	450,122				1,618,797
		Year 2								
		Total	840,226	208,350	120,099	450,122				
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	481,010	5,000			148,526			634,536
		Year 2								
		Total	481,010	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								
<b>TOTAL EXPENDITURES</b>										2,270,333
<b>TOTAL BUDGET</b>			1,338,236	213,350	120,099	450,122	148,526			2,270,333

CHIEF OFFICER: \_\_\_\_\_

DATE: 8/24/2005

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: 8/15/2005

GRANT NUMBER: Consolidated Grant

Ending: 12/30/2006

*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: 7.00  
Ind Cost 2nd Yr: 7.00  
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	4,661	29,770	6,250	64,356				105,037
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	915				2,119			3,034
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								
<b>TOTAL EXPENDITURES</b>										108,071
<b>TOTAL BUDGET</b>			5,576	29,770	6,250	64,356	2,119			108,071

CHIEF OFFICER: \_\_\_\_\_

DATE: 8/24/2005

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: 8/15/2005

GRANT NUMBER: Consolidated Grant

Ending: 12/30/2006

*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: 7.00  
Ind Cost 2nd Yr: 7.00  
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	3,155							3,155
		Year 2								
		Total	3,155							
Instruction	200	Year 1	13,696	191,406	5,500	21,884				232,486
		Year 2								
		Total	13,696	191,406	5,500	21,884				
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	4,942				16,841			21,783
		Year 2								
		Total	4,942							
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								
<b>TOTAL EXPENDITURES</b>										257,424
<b>TOTAL BUDGET</b>			21,793	191,406	5,500	21,884	16,841			257,424

CHIEF OFFICER: \_\_\_\_\_

DATE: 8/24/2005

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: 8/15/2005

PROJECT TITLE: TITLE V

GRANT NUMBER: Consolidated Grant

Ending: 12/30/2006

*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: 7.00  
Ind Cost 2nd Yr: 7.00  
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	3,155							3,155
		Year 2								
		Total	3,155							
Instruction	200	Year 1	28,158	42,439		59,661				130,258
		Year 2								
		Total	28,158	42,439		59,661				
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	8,494				9,933			18,427
		Year 2								
		Total	8,494							
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								
<b>TOTAL EXPENDITURES</b>										151,840
<b>TOTAL BUDGET</b>			39,807	42,439		59,661	9,933			151,840

CHIEF OFFICER: \_\_\_\_\_

DATE: 8/24/2005

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: 8/15/2005

PROJECT TITLE: PERKINS

GRANT NUMBER: Consolidated Grant

Ending: 12/30/2006

*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: 7.00  
Ind Cost 2nd Yr: 7.00  
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	34,258 34,258	3,015 3,015				70,273
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						228,201 228,201		228,201
Fixed Charges	800	Year 1 Year 2 Total	3,138 3,138	1,275 1,275			5,228			9,641
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						185,815 185,815		185,815
<b>TOTAL EXPENDITURES</b>										493,930
<b>TOTAL BUDGET</b>			25,138	12,275	34,258	3,015	5,228	414,016		493,930

CHIEF OFFICER: \_\_\_\_\_ DATE: 8/24/2005 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: Consolidated Grant 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	156,621	165,000		93,209		414,830	
Attendance Services	300							
Health Services	400							
Pupil Transportation Services	500							
Operation Of Plant	600							
Maintenance of Plant	700							
Fixed Charges	800	88,101					88,101	
Food Services	900							
Student Body Activities	1000							
Community Service	1100							
Capital Outlay	1200							
<b>TOTAL BUDGET</b>		244,722	165,000		93,209		502,931	

PERSON COMPLETING REPORT: \_\_\_\_\_

DATE: 8/24/2005

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: Consolidated Grant 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	930,000	432,000		121,388		1,483,388	
Attendance Services	300							
Health Services	400							
Pupil Transportation Services	500							
Operation Of Plant	600							
Maintenance of Plant	700							
Fixed Charges	800	240,176					240,176	
Food Services	900							
Student Body Activities	1000							
Community Service	1100							
Capital Outlay	1200							
<b>TOTAL BUDGET</b>		1,170,176	432,000		121,388		1,723,564	

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: Consolidated Grant 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				73,798		73,798	
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							
<b>TOTAL BUDGET</b>					73,798		73,798	

PERSON COMPLETING REPORT: \_\_\_\_\_

DATE: 8/24/2005

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: Consolidated Grant 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		891,000		69,000		960,000	
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							
<b>TOTAL BUDGET</b>			891,000		69,000		960,000	

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: Consolidated Grant 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	65,318		3,473			68,791
Attendance Services	300						
Health Services	400						
Pupil Transportation Services	500						
Operation Of Plant	600						
Maintenance of Plant	700						
Fixed Charges	800	36,480					36,480
Food Services	900						
Student Body Activities	1000						
Community Service	1100						
Capital Outlay	1200						
<b>TOTAL BUDGET</b>		101,798		3,473			105,271

PERSON COMPLETING REPORT: \_\_\_\_\_

DATE: 8/24/2005

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: Consolidated Grant 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	88,000	3,246				91,246	
Attendance Services	300							
Health Services	400							
Pupil Transportation Services	500							
Operation Of Plant	600							
Maintenance of Plant	700							
Fixed Charges	800	56,647					56,647	
Food Services	900							
Student Body Activities	1000							
Community Service	1100							
Capital Outlay	1200							
<b>TOTAL BUDGET</b>		144,647	3,246				147,893	



STATE OF DELAWARE  
DEPARTMENT OF EDUCATION

BUDGET  
Pg. 1  
of 5

FEDERAL PROJECT  
BUDGET FORM

Project Period From: 8/15/2005 To: 12/31/2006

Date:

Federal Program/Title: FY'06 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	<b>PROFESSIONAL:</b> Prog Obj. One Teacher for Technology (Instructional Coach B+3) Workshop participant stipend 1,500 hrs @ \$16.17/hr Workshop presenter 125 hours @ \$26.17/hr	\$ 36,852 24,255 3,271	\$	\$	\$	\$
	Subtotal	64,378				
200	<b>SUBSTITUTES:</b>					
	Subtotal					
200	<b>SUPPORT STAFF:</b>					
	Subtotal					
200	<b>STUDENTS:</b>					
	Subtotal					
800	<b>OTHER EMPLOYEE COSTS:</b>					
	Percent					
	FICA 6.20	3,991				
	Medicare 1.45	933				
	Pension 15.02	9,670				
	Workman's Comp 1.73	1,114				
	Unemployment Insurance 0.17	109				
	Health Insurance/Other Non-taxed Benefits	11,675				
	Subtotal	27,492				
	<b>TOTAL SALARY &amp; EMPLOYEE COSTS</b>	\$91,870				



Health Insurance/Other Non-taxed Benefits	REQUESTED	Grant Funds	State Funds	Tuition Funds	(Identify)
<p>800</p> <p><b>One Teacher for Technology (Instructional Coach B+3)</b>  <b>Workshop participant stipend 1,500 hrs @ \$16.17/hr</b>  <b>Workshop presenter 125 hours @ \$26.17/hr</b></p>	11,675				
<b>Subtotal Benefits (Pg 1)</b>	11,675				



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)	\$ 717	\$	\$ 0	\$ 0	\$
	Training on Inspiration Program for Teach Coordinators	2,000				
	Training teachers on tech initiatives, I.e., Plato, Fast ForWord, Inspiration, etc.	17,752				
	Training on Palms for DIBELS	15,000				
	Services for professional development to private schools	1,694				
<b>TOTAL CONTRACTED SERVICES</b>		\$37,163				
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 conf (DITC), etc. and workshop related in-service	\$ 2,000	\$	\$	\$	\$
<b>TOTAL TRAVEL</b>		\$2,000				

LEA/OTHER AGENCY: Christina School District

<b>EXPENSE CLASSIFICATION: CONTRACT SERVICES</b>		<b>OTHER FUNDS TO BE USED IN SUPPORT OF THIS PROGRAM</b>				
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.	\$	\$	\$	\$	\$
<b>TOTAL CONTRACTED SERVICES</b>						
<b>EXPENSE CLASSIFICATION: TRAVEL</b>		<b>OTHER FUNDS TO BE USED IN SUPPORT OF THIS PROGRAM</b>				
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.	\$	\$	\$	\$	\$
<b>TOTAL TRAVEL</b>						

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.  Inspiration Software Training materials for private schools	\$  32,000 1,694	\$	\$	\$	\$
<b>TOTAL MATERIAL AND SUPPLIES</b>		\$33,694				



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: 8/15/2005

GRANT NUMBER: Consolidated Grant

Ending: 12/31/2006

*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: 7.00  
Ind Cost 2nd Yr: 7.00  
Number Exceeds: \_\_\_\_\_

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

EXPENDITURE ACCOUNTS			EXPENSE CLASSIFICATION							TOTAL EXPENDITURES	TOTAL BUDGET
CLASSIFICATION	FED ACCT. NO.		SALARIES/ EMPLOYEE COSTS	CONTRACTED SERVICES	TRAVEL	SUPPLIES AND MATERIALS	INDIRECT COST	CAPITAL OUTLAY			
1	2	3	4	5	6	7	8	9	10		
Administration	100	Year 1 Year 2 Total									
Instruction	200	Year 1 Year 2 Total	64,378	36,446	2,000	33,694				136,518	
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	27,492	717			11,531			39,740	
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									
<b>TOTAL EXPENDITURES</b>										176,258	
<b>TOTAL BUDGET</b>			91,870	37,163	2,000	33,694	11,531			176,258	

CHIEF OFFICER: \_\_\_\_\_

DATE: 8/24/2005

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	K-4	519	361	70%	0	0%	12	519
S	Leasure	K-4	674	365	54%	0	0%	20	674
S	Jones	K-4	461	246	53%	0	0%	6	461
S	McVey	K-4	578	307	53%	0	0%	17	578
S	Gallaher	K-4	511	245	48%	0	0%	6	511
S	Keene	K-4	780	356	46%	0	0%	21	780
S	Smith	K-4	636	293	46%	0	0%	14	636
S	Wilson	K-4	535	233	44%	0	0%	6	535
S	West Park	K-4	393	154	39%	0	0%	8	393
*	Brader	K-4	765	281	37%	0	0%	3	0
*	Downes	K-4	547	182	33%	0	0%	17	0
*	Marshall	K-4	735	218	30%	0	0%	7	0
*	Maclary	K-4	476	132	28%	0	0%	7	0
S	Elbert-Palmer	4-6	255	191	75%	0	0%	9	255
S	Stubbs	4-6	313	234	75%	0	0%	39	313
S	Bayard	4-6	1,185	808	68%	0	0%	133	1,185
S	Bancroft	4-6	872	546	63%	0	0%	27	872
S	Pulaski	4-6	415	256	62%	0	0%	15	415
*	Kirk	7-8	1,026	515	50%	0	0%	32	0
*	Shue	7-8	1,191	567	48%	0	0%	43	0
*	Gauger Cobbs	7-8	1,073	484	45%	0	0%	42	0
*	Glasgow	9-12	1,619	749	46%	0	0%	50	0
*	Christiana	9-12	1,518	576	38%	0	0%	38	0
*	Newark	9-12	1,905	650	34%	0	0%	24	0
		Total	18982	8949	47%	0	0%	596	8127

- 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.



## Private Schools

Name of Private School	Grade Span	Total Number of Children Enrolled in Each School Listed in Column (1)	Estimated Number of Children Who Will Participate in Title I Activities
(1)	(2)	(3)	(4)
Participating:			
Christ the Teacher	K-8	540	38
Holy Angels School	K-8	520	36
People's Settlement	Kdg	23	12
St. Elizabeth Elementary School	K-8	482	41
St. Peter's Cathedral	K-8	222	36
Nativity Preparatory School of Wilmington	5-8	28	24
Non-Participating:			
Alethia	K-8		
Caravel Academy	K-12		
College School (The)	Ungraded Hdc		
Elementary Workshop	Pre-K-6		
Heritage Christian Academy	K-12		
Newark Center for Creative Learning	Ungraded		
Newark Day Nursery	Pre-K		
Our Lady of Grace Kindergarten	K-8		
Pike Creek Christian School	K-8		
St. John 's Lutheran	K-8		
St. Michael's School and Nursery	K		
New School (The)	Ungraded		
St. Elizabeth High	9-12		
Total		1815	187

## Selection of Children

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

Grade Level/Age Group and Content area	Method <sup>1</sup>
HOSTS, Grades K-1	Students who score in the At Risk range based on DIBELS assessments
	Students who score below Reading Benchmark levels
	Students who score below reading level based on the Gates or BRI (Johns)
	Students who are not meeting proficiency in Reading and Math as indicated on their report cards
HOSTS, Grade 2	Students scoring in the bottom quartile based on on MAP
	Students who score below Reading Benchmark levels
	Students performing one year or more below grade level in reading based on the BRI (Johns), Gates or STAR
	Students who are not meeting proficiency in Reading and Math as indicated on their report cards
HOSTS, Grades 3-6	DSTP 1 or 2
	Students performing in the bottom quartile based on MAP
	Students performing one year or more below grade level in reading based on the BRI (Johns), Gates or STAR
	Students who are not meeting proficiency in Reading and Math as indicated on their report cards
FastForWord/Basics, Grades K-1	Students who score in the At Risk range based on DIBELS assessments
	Students performing below benchmark levels
	Students who are not meeting proficiency in Reading as indicated on their report cards
FastForWord/Basics, Grade 2	Students performing in the bottom quartile based on MAP
	Students who score below Reading Benchmark levels

	Students who are not meeting proficiency in Reading as indicated on their report cards
FastForWord/Basics, Grades 3-6	DSTP 1 or 2
	Students performing in the bottom quartile based on MAP
	Students who are not meeting proficiency in Reading as indicated on their report cards
Soar to Success, Grades 3-8	DSTP 1 or 2
	Students performing in the bottom quartile based on MAP
	Students performing one year or more below grade level in reading based on the BRI (Johns), Gates or STAR
	Students who are not meeting proficiency in Reading as indicated on their report cards
Early Intervention Strategies (RSS), Grades K-1	Students who score in the At Risk range on any one of the DIBELS subtest
	Students who fail to meet the requirements on any one subtests of the IRP screening
	Students performing below benchmark levels
Early Intervention Strategies (RSS), Grades 2-3	Students who score in the At Risk range on any one of the DIBELS subtest at the end of Grade 1
	Students who fail to meet the requirements on any one subtests of the IRP screening
	Students performing below Reading benchmark levels
Other Criteria, Grades K-6	Teacher Recommendation
	Parent Recommendation
	Cumulative Record

**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**.

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

- School-wide 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.**

	<b>Administrator</b>	<b>Teacher</b>	<b>Other Professional</b>	<b>Secretary/Clerk</b>	<b>Paraprofessional</b>	<b>Other</b>
<b># FTE's</b>	0	625	0	0	126	0

**# Highly  
Qualified FTE's**

	557			98	
--	-----	--	--	----	--

## 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 the Department of Education (DOE) to obtain technical support as needed.
2. Join with the DOE team to observe firsthand classes, 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 educational 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 District will use district-wide software licenses for Inspiration and Kidspiration (replacement cost \$32,000) and will launch the program live to all teachers within the District during the 2005-06 school year. Furthermore, all school level tech-coordinators will receive training on Inspiration and Kidspiration and in turn train their school level teachers on using the program (estimated cost from the University of Delaware - \$2,000). Furthermore, a year-long implementation plan will be drafted that will not only explain dissemination of this software, but also how to follow-up with teachers for them to show examples of its integration in instruction as well as students' examples of uses of the software.

Our staff development will include the use of tech coordinators to gather data from their schools on the basic technology proficiency needs of their staff including not only teachers, but also paraprofessionals, instructional aids, etc. We are estimating \$25,000 to cover the time necessary for training all staff. Special emphasis will also be placed on the professional development of staff that works with students using assistive technologies; specifically, on how to use the sometimes very unique and individualized technologies used by our students.

Technology support will continue from the previous year for the extension of the Lo-ti skills assessment. Data results from Lo-Ti will be used in staff development planning, benchmarks for technology literacy as the district technology standards are written and for community and parental involvement plans.

Instructional technology will also be supporting the grant in initiative from the District of using Palms in Title I elementary schools to take the DIBBELS assessment at an estimated cost of \$15,000.

Instructional technology will also support the professional development of teachers in the use of software programs aimed to assist students in the understanding of core area subjects. Such programs include Plato software and FastForWord among others.

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

Non Applicable

- 3. As stated in Title II, PART D, Local Educational Agencies (LEA) must assist every student in crossing the digital divide by ensuring that every student is technologically literate – the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21<sup>st</sup> century (SETDA, 2003)- by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability. Describe how the district will address and evaluate this requirement?**

Currently, all students must pass the 8th grade technology proficiency exam prior to continuing on to the high school. Students take this class during their middle school years and can re-take it if they do not pass the technology proficiency exam. However, we will start planning a more comprehensive plan that includes district technology standards and competencies starting at the early elementary grades and continuing into high school to ensure that both students and teachers are using technology as a tool in their daily school life. This process is explained in question 1.

- 4. How will your district promote initiatives that provide school teachers, principals, and administrators with the capacity to integrate technology effectively into curricula and instruction that are aligned with challenging State academic content and student academic achievement standards, through such means as high-quality professional development?**

The district will assess each building's basic proficiencies in technology (including e-mail, office programs such as word, excel, powerpoint, etc). Each building, though its tech coordinator will ensure that this basic training is done at each school building. Second phase of professional development for teachers and para-educators will be the Inspiration/Kidspiration software where schools that have met their level one P.D. requirements will also get this training. Follow-ups will be conducted with teachers on how they are using the software in their classrooms along with student products. The instructional coaches in technology will lead this initiative working alongside tech coordinators to ensure implementation.

## 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.	\$30,000							
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.	\$30,000				\$22,015			
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.	\$30,000	300						
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.	\$3,000	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).	\$25,000							
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)	\$5,000				\$1,541			
Totals	\$123,000	345	0	0	\$23,556	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 response 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, in-school alternative, counseling, mentoring, anger management, conflict resolution, peer remediation/leadership, home visitation, crisis support, and truancy intervention. Services range from short to long-term interventions, depending on student needs. All service providers are required to submit reports on the number of students served and the services provided.

In order to develop a foundation to sustain improved school discipline, the District has implemented Positive Behavior Support (PBS) programs that place a Phase 1 focus on school-wide PBS. This broad-based prevention initiative involves all students and staff and is a critical component to positively shifting the school climate culture in our schools.

- 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 provide behavior intervention and alternative services to disruptive students. Elementary schools use timeout/redirection programs to deliver this service. Secondary schools provide services through in-school suspensions and in-school alternative programs. All schools have the option of referring students for alternative program placement for repeated disruptions and more specifically for House bill offenses and serious Code of Conduct violations. The District currently has two alternative programs that provide services to Christina students only. They are

Douglass Behavior Program 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 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 2004-2005 school year. This can be attributed to the Positive Behavior Support and interventions provided for the more than 6,200 students who received services. Those services include Time Out, START and other intervention counseling, individual and group counseling sessions, Positive Behavior Support initiatives, conflict mediation, anger

management, mentoring, peer relationships, decision-making, self-esteem and crisis management activities. Teachers and intervention team members received professional development in Positive Behavior Support and intervention strategies in an effort to increase understanding of student behaviors that impact the school environment. The data indicates the District has begun to address the needs of minority student groups across all grade levels, but must continue to enhance strategies that will further address those needs.

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**