

WALTER HAYS ELEMENTARY SCHOOL

SINGLE PLAN FOR STUDENT ACHIEVEMENT
2008-2009

Palo Alto Unified School District

DISTRICT GOAL: Create an exceptional learning environment that engages, challenges, and supports all students so that they thrive and achieve their academic potential every year, while preparing them to pursue college and other post-secondary opportunities to global citizens.

LANGUAGE ARTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine, and use data (PAUSD Literacy Portfolio - Running Records, DRA, California Standards Test – English Language Arts, CAT6, CELDT, classroom assignments and observations) to develop and differentiate instruction which supports learning for all students. ● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students’ strengths and weaknesses, plan strategies (tutoring, Academy, reading buddies, literacy summer school, classroom aides), and will review and revise these plans mid-year. ● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in reading and support literacy development (decoding, fluency, vocabulary, comprehension skills, information literacy). ● The resource specialists will provide direct support to students throughout the year. In addition, they will offer support and instructional materials to teachers and will meet with teachers throughout the year to monitor student progress. ● The ELD teacher will provide direct support to students with English proficiency levels of 1, 2, and 3. ● All teachers will be provided additional support in using the District’s DRA Reading Assessment during the 2008-2009 school year. ● Staff will build partnerships with parents to support student literacy through conferences, SST’s, and parent education. ● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction and assessment in basic reading skills, comprehension strategies. ● The librarian and classroom teachers will continue to encourage students to read books that are appropriate for their grade and interest levels.

- The librarian will teach students to become effective users of information by identifying and using many print and online sources in developmentally appropriate ways.
- The librarian will support students in becoming lifelong readers as they learn to recognize a wide variety of genres, authors, and illustrators.
- Teachers in grades 2-5 will receive literacy development training from Heinemann Company during the October staff development day.
- Staff will assess, collect, examine, and use data (PAUSD Writing Prompts, Educational Records Bureau/Writing Assessment Program – ERB/WrAP, CELDT, classroom assignments and observations) to develop and differentiate instruction which supports learning for all students.
- Teachers will meet by grade level/cluster two or three times a year, using the PAUSD Writing Matrix (ideas, organization/focus, word choice, voice, sentence structure/fluency, conventions/mechanics, presentation) to score student writing samples to monitor progress, inform instruction, and plan for class/small group/individual needs.
- Staff will be given time to collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in writing.
- District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, assessment, and use of technology in writing.
- Staff will incorporate technology tools (hardware and software) that support the writing process as appropriate and available.
- The Walter Hays Literacy Specialist will continue to coach teachers on how to best teach writing, oversee intervention programs designed to assist students struggling with writing; and serve as a liaison to the District literacy development programs such as the District Writing Summit.
- Teachers in grades kindergarten and one will use the Lucy Calkins writing program and other grades will pull appropriate lessons from the program as appropriate to promote continuity.
- The resource specialist and teachers will continue using the visualizing and verbalizing program in all grades as appropriate.
- Teachers will continue to provide reluctant writers with opportunities to dictate into a tape recorder, use a computer, or use other appropriate modifications, emphasizing content over form.

- Teachers will meet by and across grade levels to discuss strategies to develop greater consistency and appropriate expectations in writing across the grade levels.
- Walter Hays will offer a writing academy for students who are struggling with some of the basics of writing. Teachers in grades 3-5 will refer students for participation in this before or after school intervention program.
- Walter Hays will offer Rockin' Writers, our literary society, to students in grades 3-5. This program will provide students with an avenue to address their interest in writing. They will meet with other students to discuss writing ideas and receive guidance and support from teachers. Students may apply to be in this enrichment program by providing an explanation of why they feel the program is appropriate for them. Any student who is interested in the program will have the opportunity to participate before leaving 5th grade. The program will be offered before school and during lunch one day a week.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. On the California Standards Test in English Language Arts (CST ELA), what percentage of students scored "Advanced" or "Proficient" in spring 2008? What percentage of students scored "Advanced" both years? What percentage of students made a year's progress in the grade level curriculum?
2. What do the matched score APIs suggest with respect to overall progress? On the matched score APIs, comparing Base 2007 to Growth 2008, what number and percentage of students each year were (1) "Advanced" and "Proficient," (2) "Basic," and (3) "Below Basic" and "Far Below Basic"?
3. What do the Reading Benchmarks show with respect to the level of achievement and progress (a) for students in grades K-2; and (b) for students not yet on grade level in grades 3-5? How many students in grades 3-5 are not yet on grade level in reading?
4. What do the assessment results on the Educational Records Bureau/Writing Assessment Program (ERB/WrAP) show with respect to the level of achievement and/or progress for students in grades 4-6? What percentage of students are at or above grade level in writing?
5. Are there specific site strategies and improvement activities in reading and writing that appear to be most successful: (1) in helping students not-yet-proficient; and (2) in challenging students at and above grade level? Do these suggest possible program adjustments in emphasis or direction to better challenge all students and support student learning? What are your next steps?
6. How many African-American and Hispanic students do you have by grade level? Do you have other Under-represented Minorities (URMs, e.g., Pacific Islanders)? How many URMs are on grade level (proficient or better) in achievement as measured by the CST ELA, the Reading Benchmarks and the ERB WrAP? What are your successes and challenges in reading and writing with these students?

MATH

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.1 Improve K-12 curriculum, articulation, coordination, and alignment to meet needs of the full range of students.</p> <p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p> <p>A1.3 Communicate a K-12 vision for the appropriate use of specific instructional strategies by curriculum areas.</p> <p>A2.4 Support K-12 development of requisite academic skills and personal habits of mind required for college/post-secondary success.</p> <p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● Staff will assess, collect, examine, and use data (California Standards Test - Math, MARS, PAUSD math assessments, CAT6, classroom assignments and observations) to develop and differentiate instruction which supports learning for all students. ● The principal and support specialists will hold Kid by Kid meetings with teachers in the fall to identify students' strengths and weaknesses, plan prescriptive strategies (tutoring, Math Academy, Math Intervention summer school, classroom aides), and will review and revise these plans mid-year. ● Staff will collaborate throughout the year to identify and implement strategies specifically designed to reduce the achievement gap in mathematics. ● The resource specialist will provide direct support to students throughout the year. In addition, she will offer support and instructional materials to teachers and will meet with teachers throughout the year to monitor student progress and revise plans as needed. ● Teachers will collaborate at their grade level and across grade levels to share strategies and training that support computational skills, conceptual understanding, and problem solving skills in math. ● Staff will build partnerships with parents to support students in math through conferences, Student Study Teams(SST), and parent education. ● District staff and the principal will provide opportunities for teachers to participate in professional development activities focused on curriculum, instruction, and assessment in mathematics, with a focus on content knowledge and differentiation strategies. ● Staff will incorporate technology tools (hardware and software) that support math as appropriate and available. ● The principal and the teachers will look at curricular changes between grades to determine what, if any, gaps are present in the instruction. Through this ongoing articulation teachers will work to eliminate gaps and redundancies between grade levels.

- Teachers will brainstorm additional strategies to offer differentiation in mathematics so that all students are appropriately challenged and supported.
- Teachers will pilot various groupings and differentiation strategies during the year and discuss the efficacy of these strategies at regular staff meetings.
- Teachers will continue to use touch math and other classroom modifications to support all learners.
- Walter Hays teachers will participate in the Palo Alto Unified School District Math Network. This network of teachers will identify and share best practices in mathematics instruction.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. On the California Standards Test in Mathematics (CST Math), what percentage of students scored “Advanced” and “Proficient” in spring 2008? What percentage of students scored “Advanced” both years? What percentage of students made a year’s progress in the grade level curriculum?
2. What do the matched score APIs suggest with respect to overall progress? On the matched score APIs, comparing Base 2007 to Growth 2008, what number and percentage of students each year were (1) “Advanced” and “Proficient,” (2) “Basic,” and (3) “Below Basic” and “Far Below Basic”?
3. What do the results on the MARS (Mathematics Assessment Resource Service) assessment show with respect to grade level achievement for students in grades 3 and 5? *(If you are testing with MARS in grades 2 and/or 4 as well, please comment with respect to level of participation and achievement.)*
4. Are there specific site strategies and improvement activities in mathematics that appear to be most successful: (1) in helping students not-yet-proficient; and (2) in challenging students at and above grade level? Do these suggest possible program adjustments in emphasis or direction to better challenge all students and support student learning? What are your next steps?
5. How many African-American and Hispanic students do you have by grade level? Do you have other Under-represented Minorities (URMs, e.g., Pacific Islanders)? How many URMs are on grade level (proficient or better) in achievement as measured by the CST Math and the MARS? What are your successes and challenges in mathematics with these students?

LEARNING ENVIRONMENT

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.1 Continue and enhance efforts to address social, emotional, physical, and character education needs of students.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p>	<ul style="list-style-type: none"> ● The principal, teachers, and support specialists will hold Kid by Kid meetings to address the social and emotional needs of students. ● District staff and the principal will provide staff opportunities to collaborate on strategies to foster the social-emotional and physical health and resilience in students. ● All staff will teach and model conflict resolution techniques for resolving problems both in the classroom and on the playground. ● All staff will continue to use a variety of instructional materials, including materials from 6 Seconds, to help them identify student social and emotional needs and address these needs through a variety of teaching strategies and specific lessons in character education including the 6 Seconds Self-Science program. These lessons will follow schoolwide themes throughout the year including self-discipline, perseverance, empathy, acceptance, friendship, respect, conservation, honesty, and responsibility. ● Teachers and staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members. ● All staff will continue to develop and implement classroom and playground norms, discipline procedures and decision-making processes that promote responsible, inclusive, and safe interactions among community members. ● The principal and teachers will continue to provide opportunities for all parents to be involved within the school community to strengthen the connection between home and school in order to support the social-emotional needs of students. ● The principal, teachers, and staff will support and enhance a climate of respect and belonging, including schoolwide emphasis on developing students' personal and interpersonal skills through such things as: character education book club, student assemblies, student council, and student service projects. Teachers will also collaborate on ways to use diversity/identity safety strategies as resources for learning by developing an inclusive curriculum that reflects the cultures of all students.

- The Walter Hays staff and community will participate in the activities of the Walter Hays Diversity Initiative.
- Students will be surveyed periodically to learn about their feelings about physical and emotional “safety” at school and enlist their support in developing programs to address issues that emerge.
- Walter Hays staff will be trained in and will pilot the Second Step materials to address issues of exclusion and bullying.
- Walter Hays will continue the Walter Hays Way campaign. The program will encourage students to work and play together positively demonstrating caring and empathy in all interactions.
- Walter Hays will continue to have a part time counselor who will meet individually and in small groups with students to help address their social-emotional needs.
- Walter Hays will contract with Jim Wiltens to provide leadership training to 4th and 5th graders.
- Teachers will provide in-class opportunities for students to use their multiple talents (art, drama, public speaking, technology) to demonstrate learning and understanding of the core curriculum.
- Teachers will share strategies and best practices for providing diverse avenues for students’ success in the core curriculum embedded in differentiated instruction.
- The principal and teachers will provide opportunities for student performances in each grade level (Children’s Theater, music performances, classroom and grade level productions) that showcase their talents.
- The principal and teachers will provide students with age appropriate leadership opportunities such as student council, buddies, Kindergarten Lunch Buddies, and Leadership Now for fifth graders.
- The principal and teachers will provide avenues for students’ community service throughout the school year.
- Walter Hays staff will continue to explore opportunities to increase music and fine arts education for all students, in particular kindergartners who currently receive no district provided music or physical education.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What do the school's results on the California Physical Fitness Test show with respect to the physical fitness of students in grade 5? Do any of these results differ substantially from the District results?
2. What do the District results on the California Healthy Kids Survey (grade 5) show with respect to social-emotional needs, and health and safety issues?
3. What strategies have you found successful in fostering social-emotional and physical health and resilience in students? Have you made notable progress in any specific areas and/or with specific programs?
4. What needs and challenges have you identified in these areas for the school in general and/or for specific grade levels? What are your next steps?

MEETING THE NEEDS OF ALL STUDENTS: ENGLISH LANGUAGE LEARNERS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>Site Goals:</p> <ul style="list-style-type: none"> ● English Language Learners will achieve measurable progress in English language acquisition. ● English Language Learners will improve in their ability to access the grade-level curriculum in English. ● English Language Learners and their families will be integrated into the schoolwide community. 	<ul style="list-style-type: none"> ● The ELD teacher will administer the CELDT to all students whose home language is other than English, and to all student currently receiving ELD services, to obtain baseline and annual data. ● Teachers will improve use of Specially Designed Academic Instruction in English (SDAIE) strategies in all classrooms. ● The principal and teachers will continue to improve communication between school staff and the families of Limited English Proficient students to cultivate opportunities for English Language Learners and their families to be involved in school activities. ● Staff and parents will plan and offer community outreach projects for the 2008-09 school year to engage all parents in the school community. ● The ELD teacher, principal, and district staff will increase staff awareness of challenges faced by English Language learners and also increase their knowledge of intervention strategies. ● The principal's column and other sections of the Wildcat will be published in Spanish. ● The PTA will continue to have a parent liaison who will assist Spanish-speaking parents with accessing school resources and completing necessary school forms. ● The ELD teacher and principal will meet periodically with the ELAC group to develop schoolwide initiatives to support English learners.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. How many English Learners (ELs) took the annual CELDT (California English Language Development Test) at each grade level? How many of these students met the CELDT criterion for reclassification?
2. How many students took the initial CELDT (California English Language Development Test) at each grade level? How many of these students met the CELDT criterion for reclassification?
3. How many students by grade level are Reclassified English Language Learners (RFEP)?
4. What programs do you find particularly successful in supporting ELs and RFEP students? What are your major language groups?
5. What are the challenges and successes with respect to academic progress and learning environment for EL/RFEP students and their families? Are there distinctions to be made in needs and strategies between major language groups?

MEETING THE NEEDS OF ALL STUDENTS: GIFTED, TALENTED & HIGH ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A1.2 Expand curricular, instructional, and assessment support, and staff training to increase the breadth and depth of learning for all students.</p>	<ul style="list-style-type: none"> ● The principal and teachers will implement the PAUSD GATE plan with a focus on: identifying English Language Learners, under represented minority, and special education students; addressing the social and emotional needs of GATE students; and improving parent communication. ● Teachers will provide classroom-centered experiences for GATE, high performing, and other motivated K-5 students through assignments and expectations modified for greater depth and/or complexity. These may include: project-based literature study, use of advanced level reading material; open-ended math problems; development of problem-solving and application skills; project-based and open-ended learning assignments; simulations; and exploration of historical/sociological/economic issues and themes. ● Teachers will provide GATE, high performing, and other motivated students with differentiated materials and activities, with a focus on math materials, using technology resources when appropriate. ● Through the Kid by Kid process, the principal and teachers will identify high achieving students, develop a plan, and monitor student progress. ● The principal and teachers will use grade level meeting time to share instructional strategies and curriculum materials for high achieving students. ● Staff will build partnerships with parents to support GATE students. ● District staff and the principal will provide professional development opportunities on implementing techniques to provide differentiated instruction in the classroom. ● Walter Hays teachers will increase use of differentiated instructional methods and materials in all grade levels. ● Walter Hays teachers will increase options for open-ended, long-term projects in all grade levels. ● Walter Hays teachers will offer project based learning opportunities.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. Describe the GATE population with respect to ethnicity and ELL status.
2. What strategies and programs were used to support GATE and high achieving students?
3. What are our next steps with respect to this objective?

MEETING THE NEEDS OF ALL STUDENTS: SPECIAL EDUCATION STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p> <p>Provide communication between the school community and families of special education students.</p> <p><i>Other site-based objectives may be added.</i></p>	<ul style="list-style-type: none"> ● District and school staff will provide staff with training about the specific learning needs of special education students. ● Teachers will provide classroom activities and materials that allow special education students to access the core curriculum. ● The resource specialist and speech therapist will provide direct support to students throughout the year. In addition, they will offer support and instructional materials to teachers and will meet with teachers throughout the year to monitor student progress. ● District staff, the principal, and teachers will evaluate the progress of the special education students regularly to ensure that Individual Education Plan goals are met. ● Special day class students will be mainstreamed into the regular education program, as appropriate. Special support will be provided as needed to ensure success for these students and for their regular education peers. ● Staff will build partnerships with parents to support special education students.

Assessment & Evaluation Questions About Site Strategies & School Improvement Activities

1. What strategies and programs were used to support special education students?
2. What accommodations in regular education programs were implemented prior to referral for assessment?
3. What are our next steps with respect to this objective?

MEETING THE NEEDS OF ALL STUDENTS: UNDER ACHIEVING STUDENTS

Strategic Plan Sub-Initiatives	Site Strategies & School Improvement Activities
<p>A3.2 Examine particular needs of students performing below grade level and improve support.</p> <p>A3.3 Examine structures, policies, and attitudes that serve as barriers to achievement of underrepresented minority students to improve climate and foster respect, inclusion, and high expectations for diverse student groups.</p> <p>A3.4 Enhance early intervention (e.g. assessment, intervention programs).</p>	<ul style="list-style-type: none"> ● The principal and teachers will identify at risk students at all grade levels based on below grade level performance in reading, writing, and mathematics. ● District staff, the principal, and teachers will continue to work with all intervention programs (Academy, literacy and math summer schools, tutorial) to further meet the needs of students who are performing below grade level. ● The principal and teachers will create ways to increase parental involvement through improved communication to ensure that parents do not feel disenfranchised.
Assessment & Evaluation Questions About Site Strategies & School Improvement Activities	
<ol style="list-style-type: none"> 1. What strategies and programs were used to support low achieving students? 2. What are our next steps with respect to this objective? 	

**SINGLE PLAN for STUDENT ACHIEVEMENT 2008-09 (SPSA) BUDGET
WALTER HAYS ELEMENTARY SCHOOL**

EXPENSE ACCOUNTS	INSTRUCTIONAL SERVICES/ PROGRAMS	RELEASE TIME AND STAFF DEVELOPMENT	INSTRUCTIONAL ASSISTANTS/ AIDES/TUTORS	SUPPLIES/ MATERIALS AND EQUIPMENT	CENTRALIZED SERVICES	EXPENSE TOTAL
CERTIFICATED						
SALARIES (1000)	\$0	\$0	\$0	\$0	\$0	\$0
CLASSIFIED						
SALARIES (2000)	7,250	0	30,362	0	0	\$37,612
EMPLOYEE BENEFITS (3000)	0	0	0	0	0	\$0
SUPPLIES (4000)	0	0	0	2,450	0	\$2,450
CONTRACTED SERVICES (5000)	0	0	0	0	0	\$0
CAPITAL OUTLAY (6000)	0	0	0	0	0	\$0
INDIRECT COSTS (7000)	0	0	0	0	2,905	\$2,905
TOTAL	\$7,250	\$0	\$30,362	\$2,450	\$2,905	\$42,967

Programs Funded Through the Consolidated Application Process
Proposed Expenditures for 2008-2009
State Categorical Programs

California Peer Assistance and Review (PAR) Program for Teachers:

Provides support for selected new teachers who do not qualify for BTSA support. Local plans for using these funds are negotiated with the District's certificated employees.

- *Funds are used for professional development through coaching and mentoring*
- *Funds are centralized.*
- *\$66,291*

Economic Impact Aid/English Learner Program:

Provides services to English Learners (EL) to ensure that these students develop full proficiency in English as rapidly and effectively as possible and to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

- *Funds are used for Primary Language Tutors to support ELD students in regular classes.*
- *Funds are centralized.*
- *\$345,464*

School and Library Improvement Block Grant:

Provides funds intended to support the efforts of each participating school to improve instruction, auxiliary services, school environment, and school organization in order to meet the needs of pupils at that school. These efforts are thus directed to the goal of improving the school's instructional program for all students.

- *Funds are allocated to all schools (K-12) based on the 11th day enrollment to improve the instructional program.*
- *\$878,070*
- *See attached budget.*

School Safety and Violence Prevention:

Provides funds to be used for strategies such as hiring personnel trained in conflict resolution, providing on-campus communication devices and other safety equipment and supplies, and establishing staff training programs and cooperative arrangements with law enforcement.

- *Funds are used for a variety of safety and counseling support, materials, and personnel.*
- *Funds are centralized.*
- *\$166,463*

Pupil Retention Block Grant:

Provides funds to school districts to ensure that every student, upon reaching age 16 or prior to the end of tenth grade, receives a systematic review of academic progress and counseling so that students can successfully complete school in a timely manner. In addition, the program provides for a variety of services, including counseling, for identifying and serving students who are not earning credits at a rate which enables them to graduate with the rest of their class.

- *Funds are allocated to provide counseling and support services for Grade 10 students.*
- *Gunn High School - \$12,724*
- *Palo Alto High School - \$12,724*

Tobacco-Use Prevention Education Program:

Provides funding for tobacco-specific student instruction, reinforcement activities, special events, and cessation programs for students. These programs are to encourage sound decision-making and awareness of the consequences of chemical use, provide current and accurate information about tobacco use and its effects, enhance self-esteem and refusal skills, and improve school climate and relationships among all staff and students.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are also used for instruction and support activities aimed at eliminating tobacco use among students*
- *Funds are centralized.*
- *\$13,573*

Federally-Funded “No-Child Left Behind” (NCLB) Programs**Title I, Part A, Improving the Academic Achievement of the Disadvantaged - Targeted Assistance Program:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *\$499,015*

Title II, Part A, Preparing, Training and Recruiting High Quality Teachers and Principals:

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality and increasing the number of highly qualified teachers and principals in the schools; holds Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development to improve teacher and principal quality, evaluation of programs designed to increase student achievement, and a portion the salaries of Literacy and Math Teachers on Special Assignment (TOSAs).*
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II, in compliance with the requirements in NCLB.*
- *Funds are centralized.*
- *\$204,314*

Title II, Part D, Technology Education:

Provides formula-funded grants for education technology. Twenty-five percent of the funding must be spent for professional development; the remainder must be allocated to support using technology to enhance education in a manner consistent with the approved application.

- *Funds are used for software that will assist in staff communication to students and families regarding student progress, class work, grading, and homework.*
- *Funds are centralized.*
- *\$4,590*

Title III, Language Instruction for Limited English Proficient (LEP) Students:

Provides funding for supplementary programs and services for LEP students. Required activities include the provision of instruction and instructional support services related to English Language Development (ELD) programs and academic progress in the core curriculum in a manner that allows LEP students to meet grade level and graduation requirements. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities.

- *Funds are used for literacy support for ELD students in summer school and for stipends for ELD teachers to administer required language proficiency tests during the summer to ensure appropriate placement of students.*
- *Funds are centralized.*
- *\$104,074*

Title IV, Part A, Safe and Drug-Free Schools and Communities Act (SDFSCA):

Provides funds to develop, implement, and evaluate comprehensive drug/alcohol, tobacco, and violence prevention programs and activities which are consistent with the principles of effectiveness and that are coordinated with school and community-based program services. The SDFSCA's goal is to foster a safe and drug-free learning environment that supports academic achievement.

- *Funds are primarily used for counseling support, with some money allocated for conflict resolution training.*
- *Funds are centralized.*
- *\$30,063*

Title V, Innovative Strategies:

Provides funds to support local education programs that are consistent with statewide education reform efforts and to provide for innovation and educational improvement to meet the needs of all students, including the special needs of at-risk students.

- *Funds are used for curriculum planning and development.*
- *A portion of the allocation will be made available to private schools in compliance with NCLB.*
- *Funds are centralized.*
- *\$7,824*