



Virginia Department of Education
Office of ESEA Programs
P. O. Box 2120
Richmond, Virginia 23218-2120

A. COVER PAGE
Title II, Part A, Supporting Effective Instruction

2023-2024
Individual Program Application

Due by July 01, 2023

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

Place a "Checkmark" by the applicable response.

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<input type="checkbox"/>	Revision:
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<input type="checkbox"/>	Amendment:
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To be Completed by School Division			
Applicant (Legal Name of Agency):	Division Number:	Title II, Part A Coordinator:	
0		Maria J. Lewis	
Mailing Address (Street, City or Town, Zip Code):	Phone:	434-245-2473	Ext:
	Email:		
1562 Dairy Road, Charlottesville, VA 22903	lewism1@charlottesvilleschools.org		

LOCAL EDUCATIONAL AGENCY CERTIFICATION

Use of Funds: The applicant designated above applies for an allocation of federal assistance as appropriated under *ESEA*. Funds are available to support local education reform efforts that are consistent with statewide education reform efforts to: 1) provide funding to implement promising education reform programs and school improvement programs based on evidence-based research; 2) provide a continuing source of innovative and educational improvement; 3) meet the educational needs of all students; and 4) develop and implement education programs to improve student achievement and teacher performance.

Specific uses of funds for this application are found in the "Guidelines, Instructions, and Assurances" document.

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

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

on June 1, 2023

Superintendent's Signature

Dr. Royal A. Gurley, Jr.

Superintendent's Name

June 1, 2023

Date

Board Chairperson's Signature

Mr. James Bryant

Board Chairperson's Name

June 2, 2023

Date

Application Submission, Approval, and LEA Expenditure of Funds: Applications for Federal Funds are due by July 01, 2023. Revisions and Amendments should be submitted in a timely manner.

Please note, in order for the funds to be expendable by July 01, 2023, the electronic application must be received at the Virginia Department of Education by July 01, 2023, through the file submission process of the Online Management of Education Grant Awards (OMEGA) system.

APPLICATION INFORMATION

2022-2023 Allocation	2022-2023 Consolidated	ELIGIBLE PROGRAM	2023-2024 Allocation Total
		Title II, Part A, Supporting Effective Instruction	256,386.00
		Transferability (funds transferred out of Title IIA)	0.00
		Total Allocation Available for Title II, Part A	256,386.00

TRANSFERABILITY

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

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

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

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

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

	Transferability is intended, but official paperwork will be submitted when final allocations are released.
	Transferability paperwork has been approved.
	Date approved:

REVISIONS AND AMENDMENTS

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

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

1.	Revision: <input type="checkbox"/>	Date: <input type="text"/>	<input type="text"/>
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B. PROGRAM OVERVIEW (4 PAGES)

The purpose of Title II, Part A, is to improve students' academic achievement by increasing the capacity of states, local educational agencies, schools, and local communities to—

1. increase student achievement consistent with the challenging State academic standards;
2. improve the quality and effectiveness of teachers, principals, and other school leaders;
3. increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
4. provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Narrative Boxes

Describe the process used for development of the Title II, Part A, plan and identification of priorities, by addressing each of the following:

1a.	STAKEHOLDER ENGAGEMENT: List the stakeholders involved in the assessment and consultation process and describe the process used to participate in development of the program. (Section 2103(b)(3))
<p>Charlottesville City Schools frequently consults and gathers information impacting the implementation of major projects and school needs via surveys, community forums, faculty, meetings, parent-teacher meetings, and focus groups. Stakeholders include students, parents, Parent Universities, staff, and community partners.</p>	
1b.	NEEDS ASSESSMENT: Identify the multiple data sources relevant to the purpose of Title II, Part A, and describe the needs assessment process to coordinate the division's professional development plan with evidence-based strategies, programs, and activities outlined in the application. This data analysis will correlate with the measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds.
<p>Multiple data elements are used when determining the placement of CSR staffing including enrollment data (attendance, free-reduced lunch, students with special needs, English as a Second language) and assessment data (MAP reading and math).</p>	
2.	USE OF DATA: Describe results of prior activities and how the division will use data and ongoing consultation to continually update and improve activities supported with Title II, Part A, funds. (Section 2103(b)(2)(D)). Describe progress made toward meeting measurable objectives from the 2022 application.
<p>Charlottesville City Schools regularly uses PALS, NWEA MAP, and formative assessments to measure student growth focused on reading and math Tier 1 instruction.</p>	

B. PROGRAM OVERVIEW (CONTINUED)

3. **TEACHER QUALITY:** Describe results of the 2022-2023 Instructional Personnel and Licensure (IPAL) report. Describe how the division ensures that students are taught by qualified and effective teachers meeting Virginia's licensing and professional teaching requirements. (Section 2001(2-3))

2023 student enrollment increased to pre-pandemic numbers. This increase introduced CCS to some complex staffing challenges after the 10-day enrollment resulting in 85.87% of classes being taught by licensed and properly endorsed instructional personnel. Educators in specialist roles (gifted, instructional coaches, and reading) transitioned into classroom teacher roles providing continuity of instruction to our students. This innovative model provides a level of sustainability for the current year and highlighted the importance of early recruitment. The division sponsored a CCS Job Fair in February extending early intents to 15 applicants and has worked closely with education schools to place and extend early intents to student-teachers.

4. **PRIORITIZING FUNDS:** Describe how the school division will prioritize funds to schools that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). If there are no schools identified as comprehensive or targeted support schools, how does the division prioritize funding? (Section 2103(b)(2)(C))

Hiring highly qualified teachers is a priority for Charlottesville City Schools (CCS); therefore, a great deal of time and effort is put into annual recruitment and retention. Annual recruitment includes visits to local colleges and universities with the integration of historically black colleges and universities. Teams of division leaders, school administrators, and teachers work collaboratively at scheduled recruitment events. Secondly, CCS works closely with education programs in the placement of student-teachers and interns resulting a large conglomerate of student-teacher hires. Lastly, funds are used for professional learning and licensure application/renewals.

B. PROGRAM OVERVIEW (CONTINUED)

5. **ALIGNMENT TO STANDARDS:** Describe how the program activities will align with Virginia's accountability plan, and how the activities are aligned to challenging State academic standards. Describe how the activities funded from Title II, Part A, are expected to increase student achievement. (Section 2103(b)(2)(A))

6. **PROFESSIONAL GROWTH:** Describe the school division's system of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. (Section 2103(b)(2)(B))

Retention of licensed and properly endorse staff is key. CCS organizes and designs professional learning that equips teachers with best practices, methods, and strategies that translate into successful teaching and learning. Professional learning includes focus areas such as resilience, responsive inquiry, differentiation, changing the narrative, and supporting ELL/special education classrooms. The division offers annually a Number and Number Sense course to all newly hired teachers and recommends all staff participate in LETRS (Language Essentials for Teachers of Reading and Spelling). Special Education teachers also participate in TEACCH Autism program.

A partnership with Longwood University is providing teachers a pathway to administration with the support to earn an educational leadership endorsement. A partnership with PVCC and JMU is providing instructional assistants a pathway to become a teacher. A partnership with the University of Virginia will place a program liaison at Buford Middle School and provide extensive science investigation and engineering foundational professional learning and practical application to the entire cohort of 7th & 8th-grade science teachers.

B. PROGRAM OVERVIEW (CONTINUED)

7. **PROFESSIONAL DEVELOPMENT:** If funds are to be used for professional development, describe how they meet the statutory definition of professional development in Section 8101(42), which requires that professional development be: sustained; intensive; collaborative; job-embedded; data-driven; and classroom focused. Describe the alignment to overarching division strategic goals. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) Examples of professional development activities may include items from any object code, such as mentors, professional development/instructional coaches, contracted services, conferences, professional learning communities (PLC); leadership development and associated costs.

Teachers, coaches, and administrators in K-5 will engage in ongoing professional learning focused on the instructional implementation of the Tier 1 resources (HMH Into Reading and Calkins Units of Study of Writing). Professional learning opportunities will be offered virtually and in blended learning and face-to-face settings. In PLC and instructional coaching cycles, teachers will investigate the effectiveness and student growth based on student growth data.

8. **PROFESSIONAL DEVELOPMENT:** If funding is to be used for professional development activities, cite evidence base used for decision, including anticipated outcomes. Provide impact data on any prior implementation.. (Section 2103(b)(3)(E)) (If funds are not used for professional development, indicate N/A.) For new initiatives, cite research base to support the specific decisions and why it is believed that the activities will be successful with the targeted population(s).

9. **CLASS-SIZE REDUCTION:** If funding is to be used for class-size reduction, cite evidence base used for decision, including how the local context aligns with research-based practice. Provide impact data on any prior implementation, if applicable. How does the division ensure effectiveness of teachers hired to reduce class size? How will the impact of the smaller class sizes be measured? (Section 2103(b)(3)(D)) (If funds are not used for class-size reduction, indicate N/A.) Note: Title II, Part A funds may not be used to meet K-3 Standards of Quality (SOQ) requirements. Federal funds may only be used to reduce class sizes below the state-mandated class sizes.

Title II funds are utilized to reduce class sizes in an effort to increase student involvement and achievement and improve teacher job satisfaction. Research notes that "student involvement is the most influential academic engagement behavior" and that "teacher interaction was found as the most influential driver for all subjective educational outcomes."1 Implementing class size reduction (CSR) has increased teacher attention, improved social interaction, enhanced equity, and more time for instruction - elements that impact positively student performance and teacher job satisfaction.2 Student growth will be measured by NWEA MAP Growth norm assessment in the areas of reading and math in K-3 grades. The division will develop a teacher satisfaction survey and implement 30-60-90-day check-ins to evaluate teacher satisfaction.

Wang, L., & Calvano, L. (2021, January 25). Class size, student behaviors and educational outcomes. Organization Management Journal.

<https://www.emerald.com/insight/content/doi/10.1108/OMJ-01-2021-1139/full/html>

Ponorogo, M. (2023, January 11). Getting to Know the Term of Class Size Reduction (CSR) and it's Positive Impact In the World of Education (Historical Review). COMPETITIVE: Journal of Education. <https://competitive.pdfaii.org/index.php/i>

C. COORDINATION OF SERVICES (2 PAGES)

Describe the partnerships within the division among the programs in this application and other federal, state and/or local programs in the delivery of services to the targeted population(s). Describe the collaboration of program staff, parents, and the community to provide services and activities that will contribute to the attainment of the measurable objectives in this application. Describe any partnerships with local universities, regional collaborations or other entities to improve teacher and principal quality through such efforts as high-quality professional development for teachers, principals and other school leaders; recruitment; mentoring, etc.

Charlottesville City Schools are recognized for their commitment to parent and community involvement. Regular community forums, including surveys and principal meet-and-greets, are provided to encourage parents and other citizens to participate in charting the course for the school division. A range of groups exist where school staff and community members collaborate, such as the School Health Advisory Board; the Title I Parent Advisory Committee; the Special Education Advisory Committee, the Gifted Advisory Committee, City of Promise, Ready Kids, Black Male Alliance, the International Rescue Committee, the UVA International Family Medicine Clinic, the Charlottesville/Albemarle Trauma Informed Community Network, the Charlottesville Tiered Systems of Support Mental Wellness Action Team, the CCS Equity Committee, and the Charlottesville Refugee Dialogue Committee.

The division also partners with the University of Virginia (UVA) to provide resources within the division for teachers. UVA engineering staff and students collaborate with teachers on elementary engineering curriculum development. UVA has provided STEM training for our teachers, and reading instruction for all levels of teachers, and the Special Education Department at UVA collaborates with staff to provide training for teachers of students with disabilities. UVA is supporting a cohort of teachers in completing the requirements for an add-on endorsement in gifted education. In addition, UVA school counseling faculty have collaborated and consulted with CCS on professional learning and program development. The Virginia Partnership for School Mental Health is a collaboration between the VDOE, UVA, and a number of local school divisions including Charlottesville where CCS school mental health professionals receive professional learning and clinical consultation. Charlottesville teachers mentor UVA students who tutor ESL students during the school year and volunteer at the ESL summer program for emergent bilingual students. CCS also partners with the University of Virginia in the Compassionate School Project, an elementary SEL/Mindfulness/physical education program.

C. COORDINATION OF SERVICES (CONTINUED)

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D. MEASURABLE OBJECTIVES

1. State up to eight measurable objectives that will guide the development of the program to be funded with the requested ESEA federal funds. For examples of measurable objectives, see Guidance pp.6-7

What is a Measurable Objective?

A measurable objective has four components:

- a) **Subject** (Who is the target or focus?);
- b) **Behavior** (What will be changed/improved?);
- c) **Specific criteria** for assessing improvement, readiness, or achievement, and tools to be used to measure effectiveness; and
- d) **Time period** for performance or assessment.

2. Describe the evidence-based research that support the services and activities (programs, models, instructional methods, and techniques) that will be implemented to achieve each objective and that will be supported by the requested funds.

NOTE: For class-size reduction and professional development activities, cite at least one research study that supports the initiative for your division's context. Note that conferences, unless part of a larger strategic initiative, do not constitute high quality professional development.

Measurable Objective 1:

2023-2024 Spring PALS benchmark data in grades K-2 will exceed the percentage of students who met the benchmark in 2022-2023.

2023-2024

Reading SOL growth assessment data in grades 3-4 will exceed growth from fall to spring.

2023-2024 ELs will exceed

the percentage of students reaching the VDOE set progress target of 54% from fall to spring.

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

1) Instructional schedules providing small-group and whole-group reading instruction including the integration of targeted reading instruction, intervention, and core instruction.

2)

Screening and diagnostic assessments identifying students' needs and necessary interventions. Interventions will be progress monitored through normed fluency measures and PALS quick checks.

3)

Reading teachers will collaborate with classroom teachers to align tiers of instruction for each student.

4) ELs will receive

small-group or individualized assistance to accelerate their reading progress.

D. MEASURABLE OBJECTIVES (CONTINUED)**Measurable Objective 2:**

2023-2024 CCS licensed and properly endorsed IPAL scores will exceed 2022-2023 percentages.

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

1) 2023-2024 IPAL data

2) CCS Licensure data - #

of new applications and renewals, added endorsements (leadership cohort & IA to teacher pathways)

Measurable Objective 3:

2023-2024 increased participation in and practical integration of professional learning supporting reading and math instruction

202302924 increase understanding in foundational understanding and authentic student project implementation within 7th & 8th grade science classes

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

1) LETRS and Number & Number Sense participation data

2) Enriched, adaptive

classroom integrations of the knowledge learned in this course - curriculum map changes, decrease in misconceptions reflected on student formative assessments

3) Development and

integration of authentic project-based learning science and data experiences in 7th & 8th-grade curriculum

4) 2023-2024 student

performance is science SOL in grades 7th and 8th-grade

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 4:

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

Measurable Objective 5:

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

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 6:

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

Measurable Objective 7:

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

D. MEASURABLE OBJECTIVES (CONTINUED)

Measurable Objective 8:

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