

Executive Summary of the Targeted Extended School Year Grant Program

**TO THE GOVERNOR AND
THE CHAIRMEN OF THE SENATE FINANCE
AND HOUSE APPROPRIATIONS
COMMITTEES**

**OFFICE OF TECHNOLOGY AND VIRTUAL LEARNING
DIVISION OF INSTRUCTION**

NOVEMBER 1, 2016



COMMONWEALTH of VIRGINIA

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November 1, 2016

The Honorable S. Chris Jones
Co-Chairman, House Appropriations Committee
P. O. Box 5059
Suffolk, Virginia 23435-0059

The Honorable R. Steven Landes
Chairman, House Education Committee
P. O. Box 12
Verona, Virginia 24482

The Honorable Thomas Norment, Jr.
Co-Chairman, Senate Finance Committee
P. O. Box 6205
Williamsburg, Virginia 23188

The Honorable Emmett Hanger, Jr.
Co-Chairman, Senate Finance Committee
P. O. Box 2
Mount Solon, Virginia 22843-0002

The Honorable Stephen Newman
Chairman, Senate Education and Health Committee
P. O. Box 480
Forest, Virginia 24551

Dear Delegates Jones and Landes and Senators Norment, Hanger, and Newman:

I am pleased to submit the Targeted Extended School Year grant program annual progress reports from the participating school divisions and an executive summary of the program's overall status and levels of measured success pursuant to Item 135 of Chapter 665, 2015 Acts of Assembly.

If you have questions or require additional information relative to this transmittal, please do not hesitate to contact Mark Saunders at 804-786-0307 or by email at mark.saunders@doe.virginia.gov.

Sincerely,



Steven R. Staples

SRS/MS/kml

Enclosure

c: The Honorable Terence R. McAuliffe
The Honorable Dietra Trent
Virginia Board of Education





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Executive Summary

Overview of the Grant Program

This Executive Summary includes the activity of the Targeted Extended School Year Payments grant program for the 2015-2016 fiscal year.

Since the General Assembly began appropriating and authorizing grants to extend the school year in FY2014, the Virginia Department of Education has administered the voluntary grant application and award process. In the four years of dedicated appropriations for this grant, nineteen different school divisions have received awards to conduct planning and/or start-up activities.

To encourage applications for the 2015-2016 grant program, the Virginia Department of Education (VDOE) promoted the availability of \$7,150,000 in start-up funds and \$613,312 in planning funds included in the FY16 Appropriation Act. The 2015-2016 grant cycle produced the largest number of grant-funded start-up programs, with one charter school within a division and nine other school divisions offering a Year Round or Extended School Year option.

Using the guidelines established by the 2015 Appropriation Act Item 135 R (Appendix A), VDOE awarded start-up grants totaling \$5,140,089.64 to sixty-four schools in eleven school divisions. These schools implemented programs which served 7,310 students. Three of the divisions awarded start-up funds in 2015-2016--Henrico, Petersburg, and Roanoke--have operated programs for two school years through funds received in consecutive grant cycles. Two school divisions, Henrico and Petersburg, applied for and received \$188,238 in planning grant funds for two middle schools and three elementary schools respectively. A total of \$2,009,910 in start-up funds and \$50,000 in planning



funds was provided to 33 innovative programs. The remaining balance of \$375,074 in planning grant funds reverted back to the general fund.

Grant requirements

Grant opportunities were shared with all Virginia school divisions in Superintendent's Memo #153-15 (Appendix B). In addition, a dedicated webpage on the VDOE website offered grant information, applications, and instructions. The VDOE Division of Instruction provided technical support and coordinated the grant application process.

To be eligible to receive a grant, interested divisions or schools had to complete an application package and a detailed budget. Budgets were required to be used directly for program implementation and operation. Applications included narrative responses on the following elements of the proposed program:

1. The purpose, title, and description of the program, including goals and objectives and anticipated outcomes based upon the start-up work completed.
2. The names and roles of any other organizations or school divisions involved in the program and other relevant information.
3. Information on the necessity of opening prior to Labor Day, (if applicable) including opening and closing dates as well as a copy of the school calendar and duration of the waiver that would meet the "good cause" requirements of § [22.1-79.1.B.3](#), *Code of Virginia*, related to year-round schools.
4. Logistics for transportation and other support services affected by a year-round or extended year program.
5. Estimated student enrollment, including projected demographic information and the community served, and grades to be served.
6. A description of proposed community engagement and partnership activities to build support for the program and ensure sustainability.
7. Evaluation procedures, including mechanisms for measuring goals and objectives demonstrating student achievement goals (aligned with the *Year Round Education and Extended School Year Annual Report Evaluation Matrix*.)
8. A timeline and description of the initiatives and tasks involved in the start-up process.



Reporting Requirements

Year Round or Extended School Year Programs which operated during the 2015-2016 school year were required to report their progress on a number of inputs needed to ensure the viability and success of a new program, including staffing, transportation, and support services; steps to solicit and secure participation and support from a variety of stakeholders; and efforts to identify challenges to success and implement improvements as programs progressed. In addition, the grantees assessed the impact of their programs based upon their original goals. These inputs and outputs are highlighted in the narrative sections of the division annual reports included within this document.

The Department of Education provided parameters for grant recipients' year-end reports, which included:

- 1) Executive Summary
- 2) Comprehensive description of the year-round or extended year project
 - a) The name and address of the school division, participating schools, and grant coordinator contact information.
 - b) The description of the program, including total days of instruction and hours of instruction per day and student enrollment total by demographics and grades or programs served.
- 3) Description of the barriers and facilitators to implementation, including amount of planning time, logistics for transportation and other support services, community engagement and partnerships with other organizations or school divisions, fiscal impact, and scheduling of professional development.
- 4) Description of changes in teacher and parent satisfaction and student engagement, including how each was measured and results found.
- 5) Data on the impact of the year-round or extended year project (*Evaluation Matrix*)
 - a) Description of metrics and changes observed to student achievement across all students and by priority groups compared to the academic year prior to implementation of the year-round or extended year project
 - b) Description of metrics and changes observed to teacher attendance and retention compared to the academic year prior to implementation of the year-round or extended year project
 - c) Description of metrics and changes observed to student attendance, average class size, and student behavior compared to the academic year prior to implementation of the year-round or extended year project



- d) Description of metrics and changes observed to academic costs per pupil compared to the academic year prior to implementation of the year-round or extended year project
- 6) Description of efforts to sustain the year-round or extended year project model and whether the model will be offered in additional grades, programs, or schools

Programs offered

Each grant recipient took a different approach to the design and implementation of programs extending the school year or offering year-round instruction. Many targeted their offerings to students identified as having, or being at risk of, lower academic performance but also made programs open to all interested students. Most programs offered a balance of enrichment and remediation. Some offered intercessions during typical school vacation times, while others extended time for learning in nontraditional time periods such as evenings or weekends. Despite these differences, grantees reported a common commitment to finding new ways to engage students in their learning.

Albemarle County Public Schools offered a summer academy called *Design, Make, Launch*. This project-based learning experience was targeted for at-risk high school students with a goal to improve their achievement through engagement in authentic learning experiences in Music Production, Computer Coding, or Entrepreneurship. The program served 57 students and 18 students earned course credit.

Elementary students (K-5) in Bristol City Public Schools had the chance to participate in an additional 32 days of school through the BCPS extended school year program. Its program, *Beyond 180*, convened for 6 days during winter break, 4 days during spring break, and 22 days during summer break for a total of 32 extra days of instruction. Up to 150 students from four different elementary schools attended at the host school, which provided activities that promoted collaboration with peers and more engaging activities for students than a traditional classroom.



Henrico County Public Schools operated two programs in four schools. The College Readiness Center at Wilder Middle School had a school year extended to 203 days by adding six weeks of summer instruction and enrichment. During the 2015-2016 school year, 183 students took part in the program. The BRV Student Prep Program was offered at three schools within the same enrollment zone, each of which have high populations of students at risk for lower academic achievement (Baker Elementary, Rolfe Middle, and Varina High School.) The program was designed to help students successfully transition to each successive school level and beyond through school year remediation combined with an extended summer session. It provided participating Baker students with the equivalent of 224 days of instruction, participants at Rolfe Middle with 200 days, and Varina High student participants with 229 days. The program also offered an enhanced curriculum and/or elective class to build effective study and organizational skills and self-efficacy.

The charter school approved by Loudoun County Public Schools, known as Middleburg Community Charter School, provided an Intersession Program that offers additional two-week class sessions available to all students in the fall, spring, and summer. Students chose whether to attend the intersessions, but a special invitation was extended to students identified by teachers as those for whom the program might be beneficial.

Lynchburg Public Schools held its divisionwide Extending Opportunities for Success Program through 3-day intersessions in both the fall and spring semesters in all 11 elementary schools, 3 middle schools, 2 high schools and 1 pre-K early learning center. The program also included a Senior Intensive Program and Extended Summer Program. Plans are underway for a fourth component, an after-school credit recovery program in partnership with the Boys and Girls Club of Central Virginia.

Manassas Park City Schools offered two intersessions at the end of the first and third nine weeks with targeted academic interventions, enrichment opportunities, transportation, and meals. This program extended the school year from 176 to 186 days for participating students



Newport News Public Schools created “WE LEAP” (Extended Learning, Enrichment & Advancement Program) for the second semester of the 2015-2016 school year and summer of 2016. The grant gave the system the capacity to add five Saturdays of extended learning in April and May 2016; 19 Days of Intersession Learning and Enrichment in July and August 2016; and four days of “WE LEAP Jump Start” to support a successful transition to the 2016-2017 school year in August. The transition program included rising kindergarten students at each of the elementary schools and rising sixth graders at a middle school to ease new-school transition.

Petersburg Public Schools adopted a year-round model that added twenty instructional days for all students in two schools, A.P. Hill Elementary and Peabody Middle School. For these two schools, the academic year began in August with scheduled intersessions in October, January, and March. A.P. Hill Elementary School had a student population of 464 students including 327 students identified as economically disadvantaged, 12 students identified with Limited English Proficiency (LEP), 61 students identified with at least one disability, and 451 African American students. Peabody Middle School enrolled 525 students in grades 6-8 with 339 of those students identified as economically disadvantaged, 14 as Limited English Proficient (LEP), 73 students with at least one disability, and 502 African American students.

The YRS/ESY program at Radford City Schools had four components: evening school for students suspended from regular school day attendance, May intervention and remediation sessions, and a three-week Extended School Year program offering both remediation and enrichment. Through these efforts, 274 students were enrolled and those most in need of attention received explicit instruction in an environment that offered direct and individualized attention.

Roanoke City Public Schools has steadily expanded a program it deemed RCPS+. This program offered student-learning opportunities before the traditional academic year began. It ran for 29 days from June 13 – July 22 with 5 ½ hours of instruction per day for



rising 1st-9th graders. For the 2015-2016 grant cycle, RCPS+ served 22 different schools at nine different sites in which over 3,300 students enrolled. The remedial and enrichment opportunities focused on early preparation in reading, writing, and math. RCPS+ included engaging weekly themes, and activities in science, robotics, technology, art, and movement. Teachers were selected based upon demonstrated academic success in the previous academic school year and a commitment to return for the next academic year.

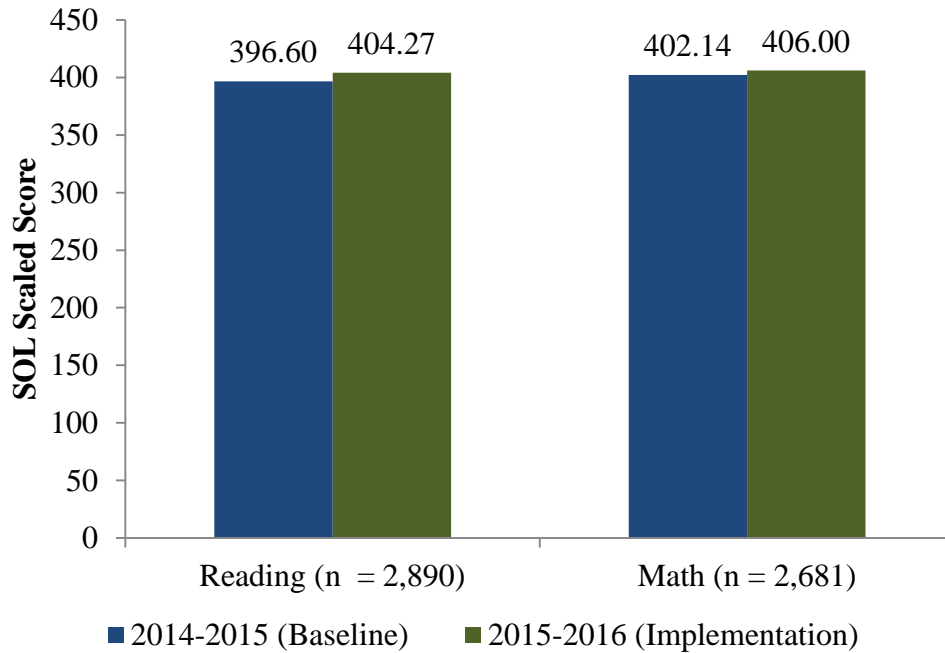
Program Outcomes

VDOE developed an evaluation matrix for all start-up grantees to use to report quantitative data from the 2015-2016 programs (Appendix C). The matrices included in the division reports are populated with information specific to the Year Round or Extended School Year programs as reported directly by the grantees. The matrices include data from the 2014-2015 year as a comparison year before 2015-2016 programs began operation.

For consistency and efficiency of reporting student achievement data across programs, VDOE accessed existing attendance and student achievement data available from the state data system to examine outcomes for participants in each Year Round or Extended School Year program. While the data do not show any significant changes in attendance, students participating in Year Round or Extended School Year programs increased their Standards of Learning (SOL) scaled scores on the 2015-2016 reading and math assessments compared to the year prior. Student performance is graded on a scale of 0-600 with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency. For reading, participating students increased their mean scaled score from 397 in 2014-2015 to 404 in 2015-2016. For math, participating students increased their mean scaled score from 402 in 2014-2015 to 406 in 2015-2016.



Figure 1. Comparisons between Baseline and Intervention Year of Mean Scaled Scores on Reading and Math Standards of Learning Assessments for Students Participating in Year Round of Extended School Year Programs



The increase in SOL scaled scores was apparent for reading across seven of the nine Year Round or Extended School Year programs for which data were available while two programs indicated no change in scores. For math, eight of nine programs for which data were available showed an increase in scaled scores while one program indicated a slight decrease (see Appendix D for scaled scores by program).

While increases in scaled scores cannot be solely attributed to program participation, the findings indicate, in combination with other factors, that Year Round and Extended School Year programs may have some benefit on student achievement. In subsequent years of program implementation, additional comparisons by student group and year-to-year student growth should also be considered.

Although the challenges, approaches, and local contexts differed among recipients of the Targeted School Year Grants for 2015-2016, grantees reported encouraging feedback



along with quantitative results. Here are a few of the responses included in their individual reports:

“Since...being awarded the VDOE grant, student and teacher participation in intersession has more than doubled. Overall so far this school year, 89% or 101 of our 113 students participated...by attending one or both weeks in the Fall or the Spring.”

“(Our system) believes by encouraging students to try new things and experiences, they will develop broader background knowledge and academic success. “

“Students, most of all, enjoyed the opportunity to collaborate with their peers as daily they were provided with activities that required teamwork. Students expressed their enjoyment of the program and felt their learning time was fun during the additional days.”

“The VDOE Grant has allowed [us] to offer quality Intersessions, Saturday Academies, and Afterschool intervention classes. Bus transportation was also available to our families (through the Grant), which was another factor in the increase of attendance leading to the success of the program.”

“[Our] major takeaways include a substantial spike in engagement when students have choice and ownership of their learning.”

“...families surveyed expressed their support for the program that provided additional learning time for their students. Meeting the needs of the whole is provided throughout the extended school year program. The opportunity for their child to be fed and to be in a safe, structured environment during a time that normally requires child care and



additional supervision when the schools are not in operation was noted.”

“...teachers positively expressed the appreciation for small group instruction in a relaxed learning environment. Teachers appreciated the flexibility to be able to focus on skills that needed to be taught and how to reteach these skills to participating students...Furthermore, the impact of student learning during intersession days resulted in small group instruction with hands on learning experiences.”

Clearly, this grant program has enabled a number of Virginia’s school divisions and schools to explore new approaches to learning for their students. During their year of implementation, grantees seized the chance to provide unique academic and experiential opportunities for a variety of students, many of whom are working to overcome challenges and inequities that can impact achievement. For them, equalizing outcomes takes more than simply adding instructional hours; it takes dedication to ensuring extra time brings educational and enrichment experiences that students may not receive otherwise.

Through the variety of impacts illustrated above, and in the division reports to follow, one critical commonality is clear. The 2015-2016 Targeted Extended School Year Grant Program was a significant state-level commitment to giving recipient schools, teachers, and students both the impetus and the resources to try innovative and engaging ways of reaching students in order to propel them toward greater academic and life success.



School Division Annual Progress Reports

Albemarle County Public Schools

Virginia Department of Education

Annual Report for a Start-Up Grant for an Extended School Year or Year-Round School Program for School Divisions or Individual Schools FY 2015 – 2016

The final report must include the following:

1. Executive Summary

Consistent with the 2015 Virginia Appropriation Act, which allocates funds for extended school year programs “in order to improve student achievement,” Albemarle County Public Schools proposed the startup program Design, Make, Launch, a summer project-based learning experience targeting at-risk high school students.

Design, Make, Launch, students worked with teachers in a start-up atmosphere to chart their own paths through content while demonstrating mastery of CTE (Entrepreneurship Education 9093) competencies. Through the lens of three summer academies—Music Production, Computer Coding, or the newly developed Entrepreneurship/Maker Academy—students undertook authentic, project-based learning opportunities, and produced work representing their knowledge in numerous subject areas, including: English, math, engineering, physics, and career and technical education.

The aim of Design, Make, Launch was to improve at-risk student achievement through enhanced engagement. This was accomplished by providing students with the chance to take ownership of their education, thus reinvigorating student relationships with school, and by offering students course credit for mastering curriculum objectives. It was expected that students would demonstrate improved academic achievement in the form of a portfolio showing a breadth of new learning, as well as a positive opinion of an instructional model that invites him or her to individualize education.

In total, we served 57 students, 18 of whom earned credit for their work over a two week period. As you can see from our findings, major takeaways include a substantial spike in engagement when students have choice and ownership of their learning.



2. Comprehensive description of the year-round or extended year project

- A. The name and address of the school division, participating schools, and grant coordinator contact information.

Albemarle County Public Schools. Albemarle High School, 2775 Hydraulic Road, Charlottesville, VA 22901; Monticello High School, 1400 Independence Way, Charlottesville, VA 22902; Western Albemarle High School, 5941 Rockfish Gap Turnpike, Crozet, VA 22932; Murray High School, 1200 Forest Street Charlottesville, VA 22903; Henley Middle School, 5880 Rockfish Gap Turnpike, Crozet, VA 22932; Sutherland Middle School, 2801 Powell Creek Drive, Charlottesville, VA 22911; Walton Middle School, 4217 Red Hill Road, Charlottesville, VA 22903; Burley Middle School, 901 Rose Hill Drive, Charlottesville, VA 22903; Jack Jouett Middle School, 210 Lambs Lane, Charlottesville, VA 22901; Community Public Charter School, 1200 Forest Street Charlottesville, VA 22903.

- B. The description of the program, including total days of instruction, and hours of instruction per day, and student enrollment total by demographics and grades or programs served.

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In total, we served 57 students, 18 of whom earned credit for their work over a two-week period. As you can see from our findings, major takeaways includes a substantial spike in engagement when students have choice and ownership of their learning.

3. Description of the barriers and facilitators to implementation, including amount of planning time, logistics for transportation and other support services, community engagement and partnerships with other organizations or school divisions, fiscal impact, and scheduling of professional development.

In general, the key to running Design, Make, Launch was the cross functionality of the structure of the Albemarle County Public Schools. Contributing to the project were: Career and Technical Education, Instruction, Educational Technology, Building Services, and Transportation. Additionally, a unique Professional Learning program for Division teachers helped to increase staffing. Additionally, Design Make Launch was joined to three external programs: the national MakerEd program; the international CoderDojo program; and the national XQ Super School grant project. All three were essential in providing inspiration and thematic support.

Facilitators to implementation included: our ability to bring all stakeholders together to plan logistics, goals, and material acquisition during a month long period prior to implementation; collaborating across networks through the Curriculum, Assessment, and Instruction program (ACPS professional development) to assist students on generating/refining project ideas with teachers from a diverse range of specialty areas/grade levels; collaborating with community partnerships with programs like local nonprofits (ReinventED Lab) and volunteers (University of Virginia) to provide key design elements and staffing assistance; tapping into the community network for a feedback session during the final presentation of student projects; the allocation of planning time and material/equipment acquisition at the end of each day was crucial, as the students' needs evolved throughout the process and new supplies were required on a near daily basis; by providing access to a space that allowed the work to occur in an efficient and timely manner-- i.e. a space with easy access to computers for research and reflection as well as tools and materials for prototyping and production.



Barriers to implementation: the short time frame for implementing the program (to meet fiscal year deadlines) was a factor on the ability to provide the desired credit recovery; transportation difficulty due to (1) our students' need for transportation across a large geographical area, and (2) student transience, which made determining a current address for the summer challenging; with most of the staff time dedicated to skill-based learning, managing the students, and offering design support, we were unable to spend more time on content-based learning in mathematics, etc.

4. Description of changes in teacher and parent satisfaction and student engagement, including how each was measured and results found.

At the conclusion of the program, students filled out a post-program survey to indicate their satisfaction with the experience, feedback for the future, and their likelihood to continue working on their project.

Satisfaction:

The survey asked "On a scale of 1-10, how much did you enjoy coming to this program each day?" The average of the responses was 9.5, with a mode of 10 and no ratings lower than 8. The survey also asked "On a scale of 1-10, how likely would you be to recommend this to a friend?" to which the student responses were equally promising. The average of the responses was 9.6, with a mode of 10 and no rating lower than 8.

Feedback:

Students responses to our feedback questions on the survey indicated a great appreciation for the opportunity to "build things." A sample of specific responses include:

- What's one thing you liked about this program?
 - "The freedom to be able to do anything, also the fact that it does not feel like school"
 - "I loved the hands on activities. I loved how no idea was truly a bad idea and we all supported each other. I loved how I got a credit that I needed by doing something I love to do. I liked how you made us do the work instead of doing it yourselves. (I know I was a slightly pain in the ass brat at the beginning and I am sorry for that.)"
- What's one thing you would like to change about this program?
 - "Nothing" -- repeated by 4 students
 - "The amount of time we have to work"
- What's one new thing you think we should do at this program next year?
 - "More time" -- repeated by 4 students
 - "More students"



- How does this program compare to school? What was different? What, if anything, was better?
 - “It was way better” -- repeated by 5 students
 - “Everything was better. I wasn’t being lectured I was working with my hands and calculating in my head and a little on paper and I could see what I was making in front of me which is a gift in itself because I work better when I can see my ending product. I took all the math I did and all the engineering and designing I did and now that its all done I can se what I accomplished and now I have something to show for it instead of just a piece of paper with numbers on it. I have an actual thing I can show you and you can touch and feel.”
 - “I like the lack of homework and worksheets. I very much enjoy the amount of freedom.”
- Closing feedback
 - “I hope to god that they make this into a school and/or they make this a program you can take year long so you can get your credits this way. Even if the program runs normal school hours I would still love it just as much if not more because I would have more time to do things and just more fun and be happier. :) “

Likelihood to Keep Working on Project

Students reported an average rating of 7.3 when asked, “On a scale of 1-10, how likely are you to continue working on your project?” and an average rating of 8.1 when asked, “On a scale of 1-10, how interested would you be in turning your project into a business with some help?” Their feedback shared that they learned a great deal of hard and soft skills through tools and teamwork, but that there is room for improvement in our capacity to connect that skill-based learning with content-based learning in subject areas. Most students reported learning how to use specific machinery such as the lathe, soldering, and jigsaw. Several students reported improved speaking skills and teamwork. Only a few students reported learning subject-based content (math).

5. Data on the impact of the year-round or extended year project (Please use the *Evaluation Matrix*)

We compared the summer program feedback survey data against that of the school climate survey we administer on an annual basis focusing on student engagement and general interest. As expected, we saw significant increases in interest and engagement when learning begins with the student’s own context and competencies are achieved through projects experientially. The applicable climate survey questions and percentage of ACPS high school students who responded favorably are as follows:



- I am very interested in my school work: 34%
- Students in my classes are engaged in learning: 32%
- My school work often consists of using hands-on examples as part of the learning process: 32%

6. Description of efforts to sustain the year-round or extended year project model and whether the model will be offered in additional grades, programs, or schools.

Albemarle County Public Schools believes in providing all students with the opportunities that they need to be successful. As a result, we are committed to pursuing year-round learning opportunities for students who would benefit from those opportunities. For example, we have applied for a 21st Century grant-- which would extend the learning day and school year--for students at one of our most at-risk elementary schools, and one of our small, rural elementary schools, Yancey Elementary, plays home to an extended day model through a 21st Century grant. Similarly, we will continue to run our instructional summer academies that focus on key content areas: fine arts, coding, etc. With respect to Design, Make, launch, it is our goal to fund this summer program again next year by seeking grant funding from our community, as well as private foundations, and to apply lessons learned from this year to next year's planning and implementation in order to best serve our students.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
 Albemarle County
 School Name: Various

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
100	34	32	32	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
100	95	86	73	N/A	N/A	N/A	N/A	N/A	0	0	\$705.75

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Expense Report

Please attach a detailed expense report by line item. **The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2015-2016			
20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			Source of Funds
Names of Individuals	Project Role	State	Local
Eric Bredder	Teacher/Planner	\$3,894.52	
Todd Menadier	Teacher/Planner	\$2,894.52	
Cheryl Harris	Teacher	\$2,000.00	
Adam Kuchta	Teacher	\$2,000.00	
David Glover	Teacher	\$2,000.00	
Benjamin Oslund	TA/Mentor	\$1,000.00	
Keaton Wadzinski	TA/Mentor	\$1,000.00	
Bus Driver	Transportation	\$3,039.50	
Jaime Foreman	Project Lead		\$6,059.58
Carolyn Herget	Office Assistant		\$2,723.75
Total Personnel Services		\$17,828.54	\$8,783.33
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Eric Bredder		\$297.93	
Todd Menadier		\$221.43	
Cheryl Harris		\$153.00	
Adam Kuchta		\$153.00	
David Glover		\$152.99	
Benjamin Oslund		\$76.50	
Keaton Wadzinski		\$76.50	
Bus Driver		\$232.52	
Jaime Foreman			\$2,168.27
Carolyn Herget			\$659.96
Total Employee Benefits 2000		\$1,363.87	\$2,828.23
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds
		State	Local



Rental Cars for Field Trip				131.08	\$0
Total Purchased Contractual Services				\$131.08	\$0
4000 Internal Services				Source of Funds	
				State	Local
Transportation mileage				\$3,599.20	\$0
Total Internal Services				\$3,599.20	\$0
5000 Other Services				Source of Funds	
				State	State
Student Lunches (individual invoices on file)				\$2,111.04	\$0
Total Other Services				\$2,111.04	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..				Source of Funds	
				State	Local
Materials & Equipment (individual invoices on file)				\$20,840.30	\$0
Total Materials and Supplies				\$20,840.30	\$0
				State	Local
Total Project Expenses				\$45,874.03	\$11,611.56

**Bristol City Public Schools**

Year Round School Final Report

1. Executive Summary

Bristol Virginia City Schools completed an Extended School Year during the 2015-16. Students throughout the City of Bristol, Virginia were provided an opportunity to participate in an additional 32 days of school. The extended school year (Beyond 180) convened 6 days during Winter Break, 4 days during Spring Break, and 22 days during Summer Break.

Joseph Van Pelt Elementary was the host school for the B-180 initiative. Students from across the division that includes three other elementary schools were transported to the mutual site. Up to 150 students participated throughout the 32 days. An average of 85 students in grades K-5th attended the four sessions (32 days) on a daily basis.

There are many advantages of operating the extended school year (B-180) in a high-poverty school division. Our first focus is to support the district's ability to provide additional instruction and help the division's missions "to inspire thoughtful, productive, and contributing citizens for the 21st Century." Educators had more time to provide engaging activities and students had more time to learn through hands-on, project-based learning activities within a smaller class size environment.

Second, our division participates in the Summer Food Service Program (SFSP) which allows breakfast and lunch for all students who are in a school setting during normal out-of-school days. The meals were provided at no additional cost to the families or school division. In addition, a small school division can allow division-wide participation with transportation provided as every student can be transported to a mutual site. All four of our elementary school zones are within a 15-mile radius.

Transportation was provided for all students to the B-180 program including those with physical limitations, to allow equal opportunity for division participation.

Third, families surveyed expressed their support for the program that provided additional learning time for their students. Meeting the needs of the whole is provided throughout the extended school year program. The opportunity for their child to be fed and to be in a safe, structured environment during a time that normally requires child care and additional supervision when the schools are not in operation was noted.

B-180 is a way to maintain progress for students who normally receive the least. High poverty school divisions struggle with closing the achievement gap due to lack of additional funding to provide and maintain the support for students who have limited exposure and resources outside the school environment.

2. Comprehensive description of the year-round or extended year project

C. Bristol City Public Schools, 220 Lee St, Bristol, VA

Students from all four elementary schools in Bristol City participated:

Highland View Elementary, Joseph Van Pelt Elementary, Stonewall Jackson Elementary, and Washington-Lee Elementary

Jennifer Hurt - Coordinator jhurt@bvps.org, 265-821-5646



D. The Beyond 180 (B-180) program provides students from the division (four elementary schools) with an additional 32 days of supplementary instruction. An extra six hours of instruction was offered for 32 days for a total of 192 additional instructional hours. All students across the division in grades K-5 were offered the same opportunity to be served including those with disabilities. Number of participation per grade includes: K-27, 1st - 40, 2nd - 22, 3rd -28, 4th - 27, 5th - 6.

The students began their day with breakfast. Afterwards, music and movement was led for the whole group by a music instructor to help in stimulating the brain through listening skills, social skills, and develop memory. Students adjourned to their grade level classroom to begin the instructional day. The curriculum consisted of activities that promoted collaboration with peers and more engaging activities for students than a traditional classroom has provided. Teachers felt more comfortable in implementing the activities as smaller class size allowed more management of group activities. Reading modules were built on basic comprehension skills and strategies with an exposure to outstanding children's literature and phonics. Physical movement is an important part of this module too. Writing and math modules supported students through games, literature, and hands-on practice.

3. Description of the barriers and facilitators to implementation, including amount of planning time, logistics for transportation and other support services, community engagement and partnerships with other organizations or school divisions, fiscal impact, and scheduling of professional development.

We were placed with many challenges during the cycle of the B-180 program. Our initial calendar of operation for B-180 included an additional 8 days for a total of forty days of service instead of thirty-two. This change was necessary due to the modification in our Division School calendar and the required PD days for all staff being conducted during the original time of B-180. Due to this change, B-180 was conducted 6 less days in June and 4 less days in July than originally planned. Collaborative planning time, as well as classroom planning time was limited due to the transition from the regular school day calendar to the division-wide B-180 scheduled program. To meet this need, we purchased boxed curriculum that provided materials and step-by-step lessons. Our goal was for the activities to expand on student's learning in ways that promote fun, imparts knowledge and creates a desire to learn. To keep students engaged and returning to the additional learning time offered, we initially chose activities that provided a high degree of interaction for students who like to use their creativity to solve problems and experience success.



Initially, the service of Pre-K students was not considered in the planning. Families shared their desire for participation of this group. The Pre-K group was added to the spring and summer sessions. Another challenge, students in 5th grade were more reluctant to participate particularly in the summer months. Several stated a program at the middle school would be more appealing since they considered the end of 5th grade to be the end of the traditional school year.

4. Description of changes in teacher and parent satisfaction and student engagement, including how each was measured and results found.

Offering the Extended School Year (B-180) throughout the entire division allowed an option for participation from students and staff. This flexibility of participation provided a more positive environment for regular attendance and avoided the normal extra instructional time being punitive to students. Students expressed their enjoyment of the program and felt their learning time was fun during the additional days.

Staff was surveyed to determine what worked, what didn't and what they would want to change about the program. All teachers stated how they enjoyed the smaller class sizes and felt they were able to connect with the students on a personal level. The opportunities to conduct hands on learning was also noted by many and especially having activities ready to go due to their limited transition time to the additional days.

Families conveyed how the B-180 sessions allowed them comfort in knowing their child was in a safe, structured environment during the intermission of the regular school calendar. Many had struggled with child care issues and others felt they could not provide the additional academic support their child needed. Students, most of all, enjoyed the opportunity to collaborate with their peers as daily they were provided with activities that required teamwork. Students expressed their enjoyment of the program and felt their learning time was fun during the additional days.

5. Data on the impact of the year-round or extended year project (*Evaluation Matrix*)
 - a. Description of metrics and changes observed to student achievement across all students and by priority groups compared to the academic year prior to implementation of the year-round or extended year project

Each student that participated in B-180 was given an i-Ready Diagnostic Assessment in reading Fall of 2015. The students were administered the same assessment again Fall, 2016. Student Achievement was determined based on the difference of the scale scores from the two diagnostic assessments. Foundational Skills (Phonological Awareness, Phonics High-Frequency Words), Vocabulary, and Comprehension task are embedded in the assessment. The scale score gives



the range of scores that would be needed for students to be on grade level. Growth appears minimal, a 1% gain with all students compared to the prior years with less instructional days. The gains are phenomenal according to research that proves students in high poverty schools tend to lose up to a year of growth each summer – referred to as the summer slide – compared to students with more resources and exposure to structured activities.

- b. Description of metrics and changes observed to teacher attendance and retention compared to the academic year prior to implementation of the year-round or extended year project

Staff throughout the division was allowed to participate and not required. Teachers chose rather they wanted to be involved. This initiative allowed our administrators to select staff that are known to create positive learning environments for All students and those that enhance a positive environment. Because our initiative did not include one school, but all four schools, we were unable to measure any change.

- c. Description of metrics and changes observed to student attendance, average class size, and student behavior compared to the academic year prior to implementation of the year-round or extended year project.

Average class size and student behavior are two areas that teachers noted as direct correlation to student success during B-180 program. Smaller class size allowed teachers to meet the more specific needs of the students. Less students provided more time for support of student individual needs in academic as well as allowed teachers to give student's the attention they need. Engaging activities decreased negative behaviors as student were moving and provided more opportunities for collaboration with peers and the teacher. However, the allowed less structure than students were used to and a few incidents were noted. Because the program was optional, when students displayed aggressive behavior or use of inappropriate language, they were warned three times than removed from the program.

Over 80 students attended on a regular basis. The measurements for attendance were determined by looking at the 2015-16 school year and the attendance to the full 32 days of service.

- d. Description of metrics and changes observed to academic costs per pupil compared to the academic year prior to implementation of the year-round or extended year project

Adding the cost of the ESY funds added approximately \$2000.00 per child that



participated. Considering B-180 was conducted 32 days the additional cost was minimal compared to the opportunities provided for our students. In addition, a lot of our staff normally work a second job during the summer and intermission from school. Through the additional funds, we were able to hire our own and allow students to work with adults they already knew and whom they have developed a prior relationship.

6. Description of efforts to sustain the year-round or extended year project model and whether the model will be offered in additional grades, programs, or schools.

In applying for the additional funds for the 2016-2017 school year, support for 5th grade students will be offered at Virginia Middle School to allow students a more successful transition to the next level and their new school environment. All students from our four elementary schools come together in sixth grade. This will allow an opportunity for students to become acclimated during the summer months with changing of classes, multiple teachers, and management of their educational resources and assignments.

Serving of Pre-K students will be added during the four sessions as well. Many families whose children participate in the B-180 have a sibling that attends pre-K and it is normal, same as the regular school year for the pre-K child to attend school. Funding for Pre-K will be provided through the State's VPI program or Federal Title I funds.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division name: Bristol City
 School: Total

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (Black)	Subgroup 2 (Hispanic)	Subgroup 3 (Economically Disadvantaged)	Teacher	Student		%	Avg	# Incidents	# Offenders	Cost per Pupil
44%	50%	75%	57%	96%	98%	N/A	52%	19	22	9	\$10,193.00
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (Black)	Subgroup 2 (Hispanic)	Subgroup 3 (Economically Disadvantaged)	Teacher	Student	100%	%	Avg	# Incidents	# Offenders	Cost per Pupil
45%	52%	100%	58%	96%	97%	N/A	67%	19	18	6	\$12,364.31

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.

Expense Report – Please see attached detail expense report for Codes 3000, 4000, and 6000.



Please attach a detailed expense report by line item. **The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2015-2016

20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)

NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.

1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.	Source of Funds
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Names of Individuals	Project Role	State	Local
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VIRGINIA DEPARTMENT OF EDUCATION

Amy Scyphers	Coordinator for Winter and Spring	6630.00	
Melanine Young	Coordinator for ½ of Summer	8245.00	
Kelli Mooney	Coordinator for ½ of Summer	6715.00	
Andrea Smith	Teacher	4624.00	
Ashley Gearheart	Aide	3699.20	
April Chapman	Aide	3699.20	
Tonya Niermans	Teacher	4624.00	
Michelle Doss	Aide	3699.20	
Sharon Young	Teacher	2720.00	
Cindy Haderer	Aide	3699.20	
Jeanette Triplett	Teacher	7072.00	
Michelle Whitaker	Teacher	7888.00	
Dana Rasnick	Teacher	7072.00	
Joseph Marler	Teacher	4624.00	
Tisha Brown	Teacher	6368.00	
Melanie Young	Teacher	8976.00	
Brittany Minnick	Aide	1523.20	
Daniel Fleenor	Aide	1523.20	
Andrea Carter	Aide	1523.20	
Jit Sanders	Aide	1523.20	
Suzanne Hawthorne	Teacher	7072.00	
Beth Dalton	Teacher	4216.00	
Diane Dishner	Aide	1523.20	
Amanda Sydnor	Teacher	7072.00	
Maxine Duff	Teacher	11424.00	
Tierra Coleman	Aide	1523.20	
Hunter McCall	Aide	1523.20	
Deb Read	Aide	1523.20	
Paul Childress	Aide	1523.20	
Melissa Warren	Teacher	1904.00	
Jessica Watts	Teacher	5168.00	
Laura Kelly	Teacher	5168.00	
Joanna Wise	Teacher	5168.00	
Hannah Brooks	Teacher	9520.00	
Alyssa Hunt	Teacher	5168.00	
Ashley Grimm Haga	Teacher	4352.00	
Total		\$170295.60	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			
		Source of Funds	



VIRGINIA DEPARTMENT OF EDUCATION

	State	Local
Fica	\$7352.25	
Medicare	\$2971.79	
Worker's Comp	\$2879.57	
Unemployment	\$2556.80	
Total Employee Benefits 2000	\$15760.41	\$0

3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.	Source of Funds	
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	State	Local
See attachment		
	6688.89	
		3220.00



VIRGINIA DEPARTMENT OF EDUCATION

Total Purchased Contractual Services	6,688.890	3220.00
4000 Internal Services	Source of Funds	
	State	Local
See Attachment	\$4810.36	
Total Internal Services	4810.36	\$0
5000 Other Services	Source of Funds	
	State	State
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
	\$17,134.18	
See Attachment		43357.75
Total Materials and Supplies	\$17,134.18	43,357.75
	State	Local
Total Project Expenses	\$261,412.30	\$46577.75

Local Match

								Balance	Balance
Vendor	Date Enc.	P.O. #	Encumbrance	Description	Date Paid	Check #	Expenditure	Unencumbered Funds	Unexpended Funds
Beginning Balance								\$ 46,722.86	\$ 46,722.86
PCG (Curriculum)	11/24/15	19299	\$ 3,235.34	Winter Intersession Camp at Van Pelt 12/21/15-12/23/15 and 12/28/15-12/30/15	02/04/16	69873	\$ 3,235.34	\$ 43,487.52	\$ 43,487.52
PCG (Curriculum)	11/24/15	19299	\$ 19,250.00	Winter Intersession Camp at Van Pelt 12/21/15-12/23/15 and 12/28/15-12/30/15	03/03/16	70652	\$ 19,250.00	\$ 24,237.52	\$ 24,237.52
PCG (Curriculum)	11/24/15	19299	\$ 6,416.67	Spring Session at Van Pelt 3/28/16-3/31/16	04/14/16	72286	\$ 6,416.67	\$ 17,820.85	\$ 17,820.85
PCG (Curriculum)	11/24/15	19299	\$ 6,416.67	Spring Session at Van Pelt 3/28/16-3/31/16	04/14/16	72286	\$ 6,416.67	\$ 11,404.18	\$ 11,404.18
PCG (Curriculum)	11/24/15	19299	\$ 6,416.67	Spring Session at Van Pelt 3/28/16-3/31/16	04/14/16	72286	\$ 6,416.67	\$ 4,987.51	\$ 4,987.51
PCG (Curriculum)	11/24/15	19299	\$ 1,622.40	Winter Intersession Camp at Van Pelt 12/21/15-12/23/15 and 12/28/15-12/30/15	04/14/16	72286	\$ 1,622.40	\$ 3,365.11	\$ 3,365.11
SSC Service Solutions	12/21/15		\$ 950.00	Cleaning services for B-180 days during December 2015 at Van Pelt	02/04/16	69873	\$ 950.00	\$ 2,415.11	\$ 2,415.11
Adam Miller	03/01/16	19940	\$ 895.00	Spring Session programs for School Assembly Program	03/23/16	71228	\$ 895.00	\$ 1,520.11	\$ 1,520.11
Barter Theatre	03/15/16	19823	\$ 175.00	1 Real Day project with students during spring break	05/20/16	736148	\$ 175.00	\$ 1,345.11	\$ 1,345.11
SSC Service Solutions	06/30/16		\$ 1,200.00	Cleaning services for the school during Spring Break	06/30/16	GJ	\$ 1,200.00	\$ 145.11	\$ 145.11
SSC Service Solutions	07/01/16		\$ 145.11	Cleaning services for B-180 days during June at Van Pelt				\$ 0.00	\$ 145.11
TOTALS			\$ 46,722.86				\$ 46,577.75	\$ -	\$ 145.11

Henrico County Public Schools

Virginia Department of Education Start-Up Grant Annual Report Baker-Rolfe-Varina Extended School Year Program Henrico County Public Schools FY 2015 – 2016

EXECUTIVE SUMMARY

Division leadership in Henrico County Public Schools and at Baker Elementary School, Rolfe Middle School, and Varina High School has crafted a program to help their students successfully transition to each successive school level and opportunities beyond high school. These schools serve student populations that disproportionately face educational challenges and are at-risk for lower academic achievement. The BRV Student Prep Program has provided the necessary support systems to help these elementary, middle, and high school students reach their academic and career potential.

The BRV Student Prep Program has successfully:

- 1 Increased the percentage of students demonstrating on grade level performance.
- 2 Increased the percentage of students demonstrating academic growth and meeting achievement benchmarks as measured by SOL, NWEA, and other assessment results.
- 3 Exposed students to a variety of career and educational options and opportunities through visits to colleges, universities, and businesses.

To prepare BRV students for academic success, a three-tiered system has been put in place. The first support system was school-year remediation combined with an extended summer session. The summer sessions began in late-June and ran through early August. As a result of this first component, program participants at Baker Elementary received the equivalent of a total of 224 days of instruction during the 2015-16 school year, students at Rolfe Middle received 200 days, and students at Varina High received 229 days. The second support system was an enhanced curriculum and/or elective class wherein students learned effective study and organizational skills and built self-efficacy. The third component was implementation of an academic environment that models college admission as an attainable goal.

The BRV Student Prep Program served 36 students at Baker Elementary during the 2015-16 school year and 24 students during the summer session. At Rolfe Middle, 35 students participated during the school year and 58 during the summer. At Varina High, 15 students took part in the program during the school year and 30 during the summer session. Local community organizations, businesses, colleges, and universities have supported and encouraged the growth of the program. The cultivation of relationships with these stakeholder groups will help to ensure that this program is available to students in future years.

Preliminary estimates from the Virginia Department of Education (VDOE) indicate that the BRV Student Prep Program has helped both Baker Elementary and Varina High Schools maintain full accreditation for the upcoming 2016-17 school year. The accreditation status of Rolfe Middle has yet to be determined but is currently in warned status. It is expected that sustained implementation of this program will continue to benefit students at all three schools and, in particular, help Rolfe Middle progress towards full accreditation.

The Expense Report documents grant expenditures through July 2016 but does not include August expenditures in the final month of the summer session.



**Start-Up Grant Annual Report Baker-Rolfe-Varina
Extended School Year Program Henrico County Public
Schools FY 2015 – 2016**

George F. Baker Elementary

6651 Willson Road
Henrico, VA 23231
(804) 226-8755 Grant Coordinator –
Charlie Goad

Description of the Program

The Baker Student Prep Program is designed to provide educational exposure and academic support to ensure high academic achievement as fifth grade students begin the transition to middle school. The program includes a school-year remediation/extension component and a summer academic enrichment and experiential learning session. Students are recommended for the program by the fourth grade teachers based on student achievement scores and overall classroom performance. These students then submit an application for admission to the program.

From September, 2015 to July, 2016 there were 43 additional instructional days encompassing 119 total instructional hours. The summer session consisted of 19 days over a five-week period, totaling 76 instructional hours. During the school year program, 36 fifth grade students were enrolled (35 African American students and one Caucasian student). During the summer program, 24 rising fifth grade students attended the summer session (21 African American students and three multi-racial students).

School Year Program

The program served 36 out of 69 fifth grade students during the 2015-16 school year. Ninety seven percent of the students served were African-American and three percent (one student) were Caucasian. The school year BRV program focused on improving students' reading comprehension and science acumen based upon prior year SOL data as well as fifth grade teachers' recommendations.

Students participated in monthly learning field experiences on one Saturday each month from January to April. These activities built upon and extended the fourth grade history and science curriculum in preparation for the fifth grade SOL exams. Students attended a spoken-word presentation about the origins of slavery and its impact on today's culture as well as a theatrical performance on the life and contributions of Dr. Martin Luther King, Jr. A book club study project associated with Black History Month was undertaken for four weeks from February to March 2016. Students practiced their comprehension and writing skills, and made connections between themselves and the text, Henry's Freedom Box, to understand the living conditions of slaves and social attitudes towards slavery. As a culminating project, they designed their own box.

To address instructional concerns about student understanding of the physical and earth sciences, as well as scientific investigations curriculum, students visited the Science Museum of Virginia in March and participated



in experiments on sound waves and the scientific method. In April, the students visited Luray Caverns to examine the rock cycle and evolution of our earth's crust over millions of years.

Remediation and tutoring was available to students as they prepared for SOL testing during the months of April and May. At the end of the school year, the fifth grade students were asked to discuss summer adventures they were planning and were given a summer reading novel, Summer of the Woods, for the transition to Rolfe Middle School.



Summer Program

Thirty-six out of 89 students initially enrolled in the summer program but only 24 students attended sessions for 19 days over a five-week period. Classes were held from 8:00 AM to 12:00 PM, four days a week.

The 2016 summer session program continued the school year focus on reading comprehension, math, and science. The students participated in a realistic fiction novel study of Escaping the Giant Wave in which the novel's protagonists encounter various natural disasters, including earthquakes, fires, and tsunamis. The students applied comprehension strategies and graphic organizers to analyze character traits, cause and effect relationships, and text-to-self connections. Students reflected on the choices made by the characters to survive these disasters and researched different natural or man-made disasters that could impact humans and provided tips and information on how to survive that disaster. The student projects consisted of hurricanes, tornadoes, blizzards, nuclear reactor meltdowns, volcanic eruptions, and oil spills.

Students utilized physical models of fractions as well as virtual models through computer programs and applications to deepen their understanding and practice of fractions, statistics, and measurement – three areas of concern from fourth grade SOL data. Practical word problems using money and fractions were presented to expand students' understanding of, and solving, word problems. These problems included multiplication, division, addition, and subtraction operations. To extend their knowledge students created word problems and solutions for their peers to solve. Students were given data to analyze and calculate mean, mode, median, and range and practiced simplifying and comparing fractions. They utilized real world experiences in money calculations. Students used digital platforms, such as Study Island, to assess their growth in these subjects.

During the summer program students participated in four experiential learning opportunities. Students toured VCU and met with a college admissions counselor to discuss future careers and the high school and college classes that could lead to those careers. The counselor provided important tips on how to be successful academically and how that success would prepare them for more rigorous classes at the secondary and post-secondary levels. Field trips to the Science Museum of Virginia and the Virginia Aquarium and Marine Center broadened students' scientific knowledge related to properties of matter, scientific investigations, aquatic ecosystems and organisms, and human interactions and impact on habitats and wildlife. Mad Science provided a lesson on sound vibrations.

Barriers and Facilitators to Implementation

Teachers incorporated BRV planning time into their grade level planning. Weekend programs were planned in advance and easily implemented.

During the academic year, transportation was provided by the school division and allowed the program to run smoothly. During the summer program, poor communication about transportation schedules was a barrier to a smooth implementation process during the first week. Parents had many questions concerning the bus schedule and pick-up/drop-off sites, resulting in some students not attending the first or second day of summer classes. The program coordinator provided accurate bus information to parents via phone calls and newsletters to alleviate this concern. In future summer sessions, the coordinator will work more closely with transportation and parents to ensure transportation concerns are eliminated.



The development of community partnerships has been challenging. The schedules and available human resources of area businesses make ongoing partnerships difficult to sustain. Many community organizations and members are willing to provide one-time donations or schedule an event but are reluctant to make a longer commitment because they cannot promise personnel or time will always be available. One parent volunteer was very instrumental during the school year program, donating time to help oversee the book club study project when teachers were not continuously available. As a result long-term partnerships are still being developed.

One major barrier that impacts the number of students the program serves in the summer is the school division summer session that operates at the same time as the extended school year (ESY) summer session. The school division summer programs lasts most of the day. Some parents who require child care are unable to transport their children when the ESY summer program ends to another program in the same day. BRV staff are in discussion with local agencies to form a partnership both during the summer and the school year that may help parents with child care and transportation needs.

Teachers and administrators attended the National Science Teachers Association annual conference on best practices for science instruction. These practices allowed BRV teachers to research and develop STEM activities for lessons during the summer session and school year, as well as provide the whole school staff with updated techniques and practices for science curriculum.

Teacher/Parent Satisfaction and Student Engagement

At the end of the 2016 summer program staff, parents, and students each completed a survey. Five staff members completed the staff survey. There were 18 questions in three categories: Student/Parent Interactions, Staff/Administration Interactions, and Resources and Planning. Staff members were in agreement that most students were respectful and program discipline models were effective. One area that will be given attention is the overall involvement of parents. More opportunities will be provided for parents to be involved in the program and communication with parents will be improved. The staff was very pleased with the program and administration of it. Staff expectations were clear and support was provided to the staff. Resources were provided to the teachers and supplies were readily available. One area for improvement, however, was technology. Technology resources were not readily available and did not work consistently. These issues will be eliminated next summer by coordinating more effectively with the Technology Department.

Seventeen students completed the student survey. Students were asked to rate the program, the teachers, the topics, the administration, and the field experiences they attended. Fifteen students indicated they enjoyed or really enjoyed the program and all students indicated that they learned new information. Sixteen students found teachers to be helpful and informative. The Virginia Commonwealth University and Virginia Aquarium field trips received 100% positive ratings. The Science Museum of Virginia field trip also rated highly with a 94% positive rating. The Mad Science lesson was received less favorably with an 82% positive rating. Other lessons provided by Mad Science or another vendor will be considered in the future.

Thirteen parents completed the parent survey. Parents were asked about their overall satisfaction with the program, communication, educational engagement, support services (nutrition and transportation) and student satisfaction. 100% of parents rated their satisfaction as agree or strongly agree. A majority of parents (92%) felt their child was more prepared to start fifth grade and that the educational services were engaging



and effective. Eighty-five percent indicated their children were happy with the program and the activities provided. Parent ratings on program communication, transportation, and food services were 85%, 91%, and 70% respectively. The program staff will continue to provide transparent, timely, and consistent communication to all parents throughout the year.



Data on Program Impact

The Department of Education is compiling information on student achievement.

During the 2014-15 comparison year, teacher retention was 100% and remained at 100% in 2015-16. There was no change between these two years. Teacher attendance was slightly higher in the comparison 2014-15 school year (96.4%) as compared to the 2015-16 intervention year at 93.1%.

The Department of Education is compiling information on student attendance. During the 2014-15 comparison year, the average class size was 18.8. That figure rose in 2015-16 to an average of 23 students per class.

During the 2014-15 comparison year, there were 21 incidents of student behavior by 11 different offenders. During 2015-16, 14 incidents of student behavior from 11 different offenders were reported, showing a net loss of seven incidents for these students.

Based on the portion of the startup grant allocated to the Baker Student Prep Program, the cost per pupil was \$956.24 in the first intervention year, 2015-16.

Sustainability and Expansion

Enrollment opportunities for new BRV fifth grade students will begin in September and October of 2016 for those who could not attend the summer session, as well as those who are new to Baker. The use of newsletters, meetings, phone calls, and social media to make parents more aware of the opportunities and benefits of the BRV Student Prep Program will continue. There are no plans to expand the program into the lower grades. An increased effort will be made to partner with community members to provide assistance to sustain the program in the long term.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: **Henrico County Public Schools**

School Name: **BAKER ELEMENTARY SCHOOL**

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
**	**	**	**	96.4%	**	100%	**	18.8	21	11	\$0
2015-2016 INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
**	**	**	**	93.1%	**	100%	**	23	14	11	\$956.24

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.

**Virginia Department of Education is collecting this data.



Expense Report - BAKER ELEMENTARY SCHOOL

Please attach a detailed expense report by line item. **The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2015-2016			
20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			Source of Funds
Names of Individuals	Project Role	State	Local
Candace Osborne-Edgerton	Grant Coordinator, Teacher	\$2,659.68	\$0
Charlie Goad	Grant Coordinator, Teacher	\$2,808.00	\$0
Arainau Neal	Teacher	\$1,003.11	\$0
Latisha Robertson	Teacher	\$924.00	\$0
Courtney King	Instructional Assistant	\$592.52	\$0
Ta'Keah Otey	Instructional Assistant	\$681.26	\$0
Total		\$8,668.57	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Candace Osborne-Edgerton		\$203.45	\$0
Charlie Goad		\$214.81	\$0
Arainau Neal		\$76.73	\$0
Latisha Robertson		\$70.68	\$0
Courtney King		\$45.32	\$0
Ta'Keah Otey		\$52.12	\$0
Total Employee Benefits 2000		\$663.11	\$0



3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.	Source of Funds	
	State	Local
Sylvia Tabb (storyteller)	\$200.00	\$0
Admission Fee (Science Museum, Luray Caverns, Virginia Aquarium, Nauticus, Virginia Repertory Theatre)	\$3,008.00	\$0
Charter Bus (Luray Caverns, Virginia Aquarium,)	\$2,221.68	\$0
Mad Science (Hands on Science)	\$290.00	\$0
Total Purchased Contractual Services	\$5,719.68	\$0
4000 Internal Services	Source of Funds	
	State	Local
School bus field trips (Virginia Repertory Theatre, Science Museum, Virginia Commonwealth University)	\$427.35	\$0
Summer 2016 Pupil Transportation	\$1,956.24	\$0
Total Internal Services	\$2,383.59	\$0
5000 Other Services	Source of Funds	
	State	State
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Educational Materials and Supplies (Office Depot, Zimmzang)	\$1006.07	\$0
Food (parent meetings, field trips)	\$1,009.84	\$0
Books (Barnes & Noble, Lakeshore Publishing)	\$2,538.14	\$0
Total Materials and Supplies	\$4,554.05	\$0
	State	Local
Total Project Expenses	\$21,989.00	\$0



Start-Up Grant Annual Report Baker-Rolfe-Varina Extended School Year Program Henrico County Public Schools FY 2015 – 2016

John Rolfe Middle School

6901 Messer Road Henrico,
Virginia 23231
(804) 226-8730 Grant Coordinator – Clifton W. Murray

Description of the Program

The program is an educational initiative that provides enrichment activities while facilitating an ongoing site-based program for students who lack exposure to college and career readiness opportunities. Through the utilization of field trips, guest speakers, and a project based curriculum, students are able to expand on the knowledge learned throughout the school year while using critical thinking to make connections between their subject areas and the world around them.

During the 2015 -2016 school year, students received 180 days of instruction at 7.25 hours of instruction per day. The BRV summer session program had a total of 19 instructional days at 5 hours of instruction per day. Students attended English, Science, Math, History, and Art each day. The total number of instructional days for students in the BRV program during the 15-16 school year and summer session equals 199 total days.

The BRV program at JRMS served 35 sixth grade students during the 2015-16 school year. Fifty-eight students were served during the 2016 summer session (23 rising sixth graders and 35 rising seventh graders). All (100%) of the students served in the BRV program are African-American.

Parent Meetings

In September 2015, the goals and objectives for the school year were shared with the parents of students in the BRV program. Seventeen of the thirty-five students' families were represented at the meeting. Information on school year activities (tutoring schedules and field trips) was also provided. Additional parent meetings were held in June of 2016 to outline the summer programs and provide logistical information (location and daily schedule). A final parent meeting was held at the end of August to highlight student performance over the summer and review the student expectations for the upcoming 16-17 school year.

Monthly Meetings

In October, Rolfe Prep – BRV students and teachers began the monthly meeting schedule, the fourth Tuesday of each month. Students bring their computers, assignments they need assistance with and questions that pertain to their middle school experience. Student groups are broken into smaller groups of six-nine students per group. The teachers and students review grades, discuss goals for the month and complete activities based upon a character developed monthly theme. Transportation is provided by Henrico County Public Schools.



Staff members also served as mentors for the students. In November an additional day was added each month for the remainder of the year. The program now meets twice a month on every 2nd and 4th Tuesday. The staff saw a need to meet with students more and make sure all students remained in good standing with their classes. Tutoring for BRV students also occurred on Tuesdays and Thursday after school during the 2015-16 school year.

College Readiness

The goal of the College Readiness Initiative is to expose students to the academic environment and life on a college campus. In November 2015, twenty students participated in the college readiness tour at Virginia Union University and in July of 2016, 50 students participated in a college readiness tour at Christopher Newport University. Students reviewed educational majors offered at the universities prior to the visits. They visited the student union, education buildings and departments, campus library, and had lunch on campus. Question and answer sessions at the end of the day reinforced the importance and value of education.

Career Readiness/Guest Speaker

In October of 2015, a guest speaker from the Henrico Credit Union discussed potential careers in finance. Students also participated in an interactive presentation that covered how to save money, options for investment and ways to financially prepare for college. This session served to establish a community partnership with the Henrico Credit Union.

During our 2016 spring semester, students attended two career readiness field trips to the Federal Reserve Bank of Richmond and the Virginia Aviation Museum. The Federal Reserve Bank helped students understand the importance of the financial institute. The Reserve offered hands on activities pertaining to how businesses bought and sold merchandise to customers. Students also had a chance to see the money room where millions of dollars are held before being destroyed. During the question and answer session, students requested information the bout different careers within the Federal Reserve. The Virginia Aviation Museum provided an opportunity to view the internal mechanics of a variety of airplanes from different generations. In addition, they made paper airplanes and helicopters during the visit. Students explored different careers in aviation including piloting the plane, engineering, and mechanics.

Science Field Trips

During the 2016 summer session students took two science related field trips to the Richmond Science Museum and the Baltimore Aquarium. The Baltimore Aquarium fact sheets that students reviewed beforehand provided background information, fun facts, a word wall, and a list of additional resources on marine and aquarium-related topics. During the tour the fact sheets reinforced students' personal observations. Students also completed teacher booklets that contained pre-and post-Aquarium-visit activities on a variety of subjects. The Science Museum visit supported the summer focus on science, technology, engineering, and mathematics (STEM). Students participated in hands on science experiments, interactive technologies, and other dynamic science programming.

Barriers and Facilitators to Implementation

There was ample planning time over the course of the school year for BRV teachers meet during the school day or after school to discuss the progress of the program and make plans for the future. During the summer



months, teachers worked together to implement cross-curricular lessons and activities. Planning time for teachers occurred in the morning (7:30am-8:00am) and in the afternoon (1:00pm – 1:30pm) (60 minutes per day).



During the 2016-16 school year, all JRMS students are transported through the Henrico County Public Schools Office of Pupil Transportation. After school transportation is coordinated by John Rolfe Middle School staff with the assistance of Pupil Transportation. Students in the BRV program benefited from this service as Pupil Transportation created routes for students to arrive home safely. HCPS provided summer transportation to and from the summer session site using pre-determined routes that aligned with current summer school locations.

Summer student enrollment was lower than expected (58 students). One possible factor is that the BRV half day program is in competition with full day summer programs. Parents also raised concerns over the 8:00 -1:00 timeframe citing childcare needs. Working families would like to see the program occur later in the evening to offset child-care costs. Family vacations and personal conflicts also contributed to lower enrollment.

School Nutrition also assisted with the BRV program. Breakfast and lunch were provided daily for students during the 19 day summer session as well as bag lunches for field trips (when possible). School Health Services contributed by providing a certified nurse to align with the program. The nurse was able to administer medication and prepare safety kits for field trips.

The BRV program partnered with the Henrico Federal Credit Union and the Aviation Museum for career path and job details discussions.

In November of 2015, seven staff members went to Philadelphia, PA to the National Science Teacher Association Conference. The focus of the conference was on STEAM – science, technology, engineering, art and math. Staff members attended hands on workshops, collaborated with peers from other school systems around the country, and received instructional materials for their classrooms. Some of the materials, such as the forensic science modules, have been infused into the monthly sessions with students and implemented in the summer program.

Teacher/Parent Satisfaction and Student Engagement

Parents consistently communicate and support Rolfe BRV staff and the Rolfe community. A survey will be distributed to parents and students at the yearly kick-off event in September 2016. A mailer for parents will be sent monthly with information on the students' schedule and activities. Changes in parent and student satisfaction will be measured using the surveys, face to face meetings and other feedback. The program's approach to reach the whole child by building relationships with students and their families and tying in the importance of college and career readiness is reliant on parental support and feedback.

Data on Program Impact

The Department of Education is collecting the student achievement data.

Teacher retention during 2015-16 was 66% because several teachers were on maternity leave or completing higher education requirements. Only four out of six teachers returned to teach during the Rolfe summer program but there were no absences among the teaching staff during the summer. In the 2014-15 comparison year, teacher retention for John Rolfe Middle School was slightly higher at 68%.



During the 2015-16 school year, the average class size was 20.5 students per teacher. The average class size for the 2015-16 summer session was 5 students per teacher. The summer session class size allows students more one on one, scripted instruction from teachers.

During the 2015-16 school year, six students had discipline referrals for class disruptions, physical altercations, or disrespectful behavior.

Based on the portion of the startup grant allocated to the Rolfe Student Prep Program, the cost per pupil was \$799.03 in the first intervention year, 2015-16.

Sustainability and Expansion

The effort to sustain this grant program is a year round project. The program will expand in the 2016-17 academic year with seventh graders and in the summer of 2017 with rising eighth graders. At that point, all three middle school grade levels will have student participants. The program goal is to have 35 students per grade level. The Rolfe staff is currently researching partnerships with potential community investors and investigating additional grant opportunities through other state or local grants in order to grow and sustain the program.

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: **Henrico County Public Schools**

School Name: **JOHN ROLFE MIDDLE SCHOOL**

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
**	**	**	**	93.30%	**	68%	**	22.4	19	10	\$0
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
**	**	**	**	88.50%	**	66%	**	22.1	22	10	\$799.03

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.

** Virginia Department of Education to collect this data.

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2015-2016

20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)

NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.

1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.		Source of Funds	
Names of Individuals	Project Role	State	Local
Clifton W. Murray	Grant Coordinator	\$920.00	\$0
Andrew Keith Badgett,	Summer Teacher	\$1,584.00	\$0
Sara Christine Badgett	Summer Teacher, After School Teacher	\$1,584.00	\$0
Sarah Bradsher,	Summer Teacher, After School Teacher	\$1,653.69	\$0
Maleka Brown	Summer Teacher , After School Teacher	\$1,570.80	\$0
Shame Cherry	Summer Coordinator	\$868.00	\$0
Chrystal Doyle	Summer Nurse	\$150.37	\$0
Rayna Dudley,	Summer Coordinator	\$1,176.00	\$0
Alethea Gibbs	Summer Teacher	\$1,584.00	\$0
Christine Guise	Summer Teacher	\$1,440.00	\$0
Virginia Ann Koontz	Summer Teacher	\$432.00	\$0
Philip Markowski	Summer Teacher	\$1,584.00	\$0
Kirsten Morvan	Summer Teacher, After School Teacher	\$1,440.00	\$0
Stephanie Nelson	Summer Teacher	\$1,152.00	\$0
Gordon Reardon Jr.	After School Teacher	\$347.91	\$0
Kathryn Williams	Summer Teacher	\$1,584.00	\$0
Elvira Whitaker	Summer Nurse	\$623.28	\$0
Substitutes (4)	Substitutes for Teachers on Field Trips	\$335.36	\$0
Total		\$20,029.41	\$0

2000 Employee Benefits - Please list the amount of employee benefits charged to the project.	Source of Funds	
	State	Local
Clifton W. Murray	\$70.38	\$0
Andrew Keith Badgett,	\$121.17	\$0
Sara Christine Badgett	\$121.18	\$0
Sarah Bradsher,	\$126.50	\$0
Maleka Brown	\$120.17	\$0
Shame Cherry	\$66.41	\$0
Chrystal Doyle	\$11.50	\$0
Rayna Dudley,	\$89.97	\$0
Alethea Gibbs	\$121.18	\$0
Christine Guise	\$110.16	\$0
Virginia Ann Koontz	\$33.05	\$0
Philip Markowski	\$121.18	\$0
Kirsten Morvan	\$110.16	\$0
Stephanie Nelson	\$88.13	\$0
Gordon Reardon Jr.	\$26.61	\$0
Kathryn Williams	\$121.17	\$0
Elvira Whitaker	\$47.68	\$0
Substitutes (4)	\$25.66	\$0
Total Employee Benefits 2000	\$1,532.26	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.	Source of Funds	
	State	Local
Charter bus (Baltimore Aquarium)	\$2,010.82	\$0
Admission Fees (Baltimore Aquarium, Virginia Aviation Museum, Science Museum)	\$2,022.90	\$0
Total Purchased Contractual Services	\$4,033.72	\$0



		Source of Funds	
		State	Local
4000 Internal Services			
		State	Local
Summer 2016 Pupil Transportation		\$4,407.76	\$0
School bus field trips (Virginia Union University, Virginia Aviation Museum, Federal Reserve Bank, Christopher Newport University, Science Museum)		\$869.13	\$0
Total Internal Services		\$5,276.89	\$0
5000 Other Services		Source of Funds	
		State	State
Total Other Services		\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..		Source of Funds	
Description (please provide detailed cost calculations)		State	Local
Materials and Supplies (Oriental Trading, Zimmzang)		\$1,322.61	\$0
Total Materials and Supplies		\$1,322.61	\$0
		State	Local
Total Project Expenses		\$32,194.89	\$0



Start-Up Grant Annual Report Baker-Rolfe-Varina Extended School Year Program Henrico County Public Schools FY 2015 – 2016

Varina High School

7053 Messer Road

Richmond, VA 23231

(804) 226-8700 Emily Stains, Grant Coordinator

Description of the Program

The College Success Seminar at Varina High School provides additional reading and math supports for students who have strong desires to attend a four-year university, but need additional strategies to prepare them for the rigor of course expectations at the college level. In addition to the 181 instructional days, students participated in an additional three hours of after school tutoring weekly. Throughout the summer of 2016, students completed online modules that focused on strengthening their reading and writing skills for a total of eight hours each week from June 20 -August 15, 2016. Students participated in an instructional boot camp from August 15-18, 2016 for 2.5 hours per day. Consequently, students have had 229 total instructional days and spent a total of 1,262 instructional hours from September 2015 to August 18, 2016.

Fifteen freshmen students participated in a one-credit elective course called the College Success Seminar during the 2015-2016 school year. The class make-up is five males and 10 females; there are 12 African Americans and three Caucasians. During the summer of 2016, another fifteen rising freshmen students enrolled in the program. The class make-up is nine males and six females. There are 10 African Americans and five Caucasians. In total, the program has 30 students (15 freshman and 15 sophomores), 14 males and 16 females, 22 African American students, and eight Caucasians.

The freshman College Success Seminar course curriculum focuses on college and career exploration, note taking and organizational skills, asking targeted questions of the tutors, reading and decoding a variety of texts, understanding learning styles, and behaviors that promote academic and personal success. Students meet with student tutors every Tuesday and reflect on what they've learned after each tutoring session. The students use specific study skills and test-taking strategies across disciplines that best align with their learning style. The Cornell note taking method is used in each class. Students are closely monitored via weekly grade checks and attendance records. Teachers review the student reflection logs at the end of the interim and nine-week period.

The sophomore College Success Seminar course curriculum continues to focus on college and career exploration with an emphasis on highlighting how history, literature, culture, and media impact social norms. The learning objectives in this course align closely with the instructional goals in collaboration with the history, English, and art courses. Students will continue to focus on how leaders have developed throughout history, analyze their qualities, and implement them at Varina High School. Students are monitored via weekly grade checks and attendance records. Students will also develop a community service project and shadow a professional in their prospective career.



In September, December, and May, a parent night was held to discuss the program's goals and expectations for the year in conjunction with the school's "College Night." Parents met with the grant coordinator, the director of School Counseling, and the principal to discuss student progress, goals, and learning objectives. Parents participated in setting short-term and long-term goals with their students to determine any additional resources that should be implemented to encourage academic success.

The curriculum development team created lessons to support written expression and grammar instruction and modules that students will work through in preparation for the End-of-Course Writing SOL. Additionally, these lessons involve critical thinking and application in evaluating and analyzing a variety of literature (non-fiction, fiction, poetry, and media).

Students participated in college visits to Virginia Commonwealth University, or field trips to the Virginia Museum of the Fine Arts for an art appreciation tour, and to the Edgar Allen Poe Museum for a historical/literary/cultural visit. Students visited Virginia Commonwealth University and Virginia Tech to expose themselves to the college environment and understand the academic expectations for attending these schools. Students visited the VMFA in conjunction with their instructional learning objectives in their art classes, such as crafts and Art I. The crafts teacher collaborated with the grant coordinator in teaching units to support the art the students would see. Students attended the Edgar Allen Poe Museum to support both the learning objectives in their English and history classes in discussion with both the literary and historical significance of Poe's lifetime achievements.

During the summer 2016, all 30 students completed weekly modules that focused on developing an argument, analyzing theme-targeted grammar instruction, and reading a variety of texts through a critical lens. They received eight hours of instruction per week, including reading a non-fiction full-length text, for nine weeks. In addition, 27 students participated in either on-site or online grade nine and ten Health and Physical Education class. Students complete this class requirement over the summer to make room for the one-credit College Success Seminar course in their schedule for the school year.

Barriers and Facilitators to Implementation

There are no transportation barriers because high school students are held responsible for securing transportation to summer classes or activities. Similarly, there are no summer field trips. For the 2015-2016 school year, establishing partnerships necessary to support the program is a challenge. Many of our community partners want to see growth data, and although growth is occurring, the program is only one year old. Many community members, however, are willing to be a part of the program with their time and provide volunteer opportunities for students in their organization. This support, unfortunately, does not generate the funds needed to support the program as additional students are added. The grant coordinator is working with restaurants to provide food for parent/guardian meetings; additionally, local businesses have been asked for donations in the form of a monetary donation and/or gift cards. Fiscally, this grant enables Varina High School to pay for the field trips, supplies, teacher salary to teach the courses, and staff development to continue investing in the teachers' growth.

The English faculty participated in a four-day professional development activity, "Laying the Foundation," provided by the National Math & Science Initiative organization. This program is a pre-Advanced Placement (AP) program that targets specific teaching techniques to encourage critical reading, writing, and analysis across fiction, poetry, and non-fiction text. The training enables teachers to change their approach to teaching reading, writing, and grammar. Each grade focuses on a specific component of the skill that builds to



the AP English Language and Literature course. Middle school faculty from the grant feeder school, Rolfe Middle School, also attended and will share the training with their colleagues. Laying the Foundation is crucial to continue the quality professional development necessary to provide the best instructional tools for teachers to support the reading, writing, and critical thinking expectations in the College Success Seminar.



The Henrico County School Board, Central Office staff, and the Varina High School principal and staff have consistently supported the program to ensure that it achieves its goals and that student participants are academically successful.

Teacher/Parent Satisfaction and Student Engagement

All teachers who instructed the College Success Seminar students during the 15-16 school year attended a beginning of the year meeting to discuss the reading strategies to be implemented, as well as to learn about each student's learning style and future goals. Teachers participated in quarterly surveys to evaluate the student's strengths and weaknesses. Many teachers were excited to incorporate the reading strategies because they benefited all students in their classrooms. Each teacher completed a checklist of strengths and areas to improve for each student. During the quarterly parent meeting, the grant coordinator reviewed the results with the parents/guardians and the student. Based on the teacher feedback from this year, the grant coordinator will work closely with the school's reading specialist to provide push-in and modeling instruction with teachers in other content areas to provide the support they need to appropriately modify any strategies for their content. A strategy of the month that mirrors what is being modelled in the elective course will be implemented.

Students were engaged in their academic success because they were a part of the team dedicated to supporting them. Additionally, thirteen out of fifteen students participated in extracurricular activities and credited their incentive to the leadership qualities that were instilled as a result of the College Success Seminar. Parents and families of program students met quarterly and completed satisfaction surveys that consisted of scales, true/false responses, and reflective questions to determine workshops or additional support they felt were needed. Current parents and guardians of students in the program participated in the recruitment of the 2016 incoming freshman class by sharing their experiences. Several families of middle school students contacted the grant coordinator to learn the application requirements for the program. Based on our parent satisfaction surveys, the Director of School Counseling and grant coordinator are providing an ACT/SAT and College Readiness workshop during the fall of 2016.

Data on Program Impact

The Virginia Department of Education is collecting student achievement data.

During the 2014-2015 comparison year and the 2015-16 implementation year, Varina High School has maintained 100% teacher retention. In the 2014-15 comparison year, teacher attendance was 91.1% and dropped slightly to 88.1% in the intervention year.

The average class size in the 2015-16 implementation year is 15; total enrollment for rising 9th and 10th grade students is 30. Prior to implementation of the extended-year project, there were 14 incidents of student behavior documents and 11 offenders. During the 2015-16 implementation year, Varina had four incidents and only two offenders. Varina High School dramatically decreased both the number of incidents and the number of offenders with the implementation of the grant.



Based on the portion of the startup grant allocated to the Varina Student Prep Program, the cost per pupil was \$925.34 in the first intervention year, 2015-16.

Sustainability and Expansion

Currently, the grant coordinator is researching partnerships with potential community investors through the Henrico Educational Foundation and investigating additional grant opportunities through other state grants and national initiatives, such as DonorsChoose.org, in order to grow and sustain the program. Existing county resources are also being explored as a means of sustaining the program.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: **Henrico County Public Schools**
 School Name: **VARINA HIGH SCHOOL**

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
**	**	**	**	91.1%	**	100%	**	23.9	14	11	\$0
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
**	**	**	**	88.1	**	100%	**	22	4	2	\$925.34

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.

**Virginia Department of Education to collect this data.



EXPENSE REPORT: VARINA HIGH SCHOOL

Please attach a detailed expense report by line item. **The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2015-2016			
20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			Source of Funds
Names of Individuals	Project Role	State	Local
Emily Stains	Grant Coordinator, Teacher (.2 position), Summer Teacher, Curriculum Writer	\$12,283.74	\$0
JaNee Jones	Curriculum Writer	\$400.00	\$0
Ashley Walker	Curriculum Writer	\$400.00	\$0
Substitute (1)	Substitute for Teacher on Field Trip	\$83.84	\$0
Total		\$13,167.58	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds
		State	Local
Emily Stains		\$3,145.19	\$0
JaNee Jones		\$30.60	\$0
Ashley Walker		\$30.60	\$0
Substitute (1)		\$6.41	\$0
Total Employee Benefits 2000		\$3,212.80	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds
		State	Local
Charter bus (Virginia Tech)		\$800.63	\$0
Admission Fee (Poe Museum)		\$75.00	\$0
Total Purchased Contractual Services		\$875.63	\$0



4000 Internal Services	Source of Funds	
	State	Local
School bus field trips (Virginia Commonwealth University, Virginia Museum of Fine Arts, Edgar Allen Poe Museum)	\$230.78	\$0
Total Internal Services	\$230.78	\$0
5000 Other Services	Source of Funds	
	State	Local
	\$0	\$0
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project.	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Books (Follett)	\$1,020.00	\$0
Food (parent meetings and field trips)	\$845.92	\$0
Total Materials and Supplies	\$1,865.92	\$0
	State	Local
Total Project Expenses	\$19,352.71	\$0



**Virginia Department of Education Start-Up Grant Annual Report Wilder College Readiness Center
Extended School Year Program FY 2015 – 2016**

EXECUTIVE SUMMARY

Henrico County Public Schools (HCPS) is committed to identifying and addressing challenges to student success.

The purpose of the College Readiness Center (CRC) at Wilder Middle School is to address and correct the challenges that would prevent its graduates from succeeding in college preparatory classes in high school. To achieve that purpose, the CRC has provided comprehensive supports and a rigorous curriculum to participating students.

The College Readiness Center is designed to improve student achievement and, with fidelity of implementation, has achieved the following objectives:

- 1 Students in the CRC have enrolled in and passed college preparatory gateway courses (Algebra 1, World History 1, Advanced English 8, and Earth Science) by the end of their 8th grade year.
- 2 Students in the CRC have demonstrated academic growth and achievement.
- 3 Students in the CRC have attended school regularly and demonstrated appropriate conduct.
- 4 Students have been immersed in college experiences through exposure to college students, campuses, and faculty.

The CRC is structured around three mutually dependent support systems. The first support for CRC is the extended school year that provides 203 total days, six additional weeks of instruction added to the school year. The CRC calendar runs from late June of each year to mid-June of the following year. In June of 2016, the CRC graduated its first cohort of students who had been in the program since their sixth grade year.

The second support is an AVID elective in which students learn academic skills that are reinforced in core content classes. During AVID, CRC students work directly with college aged tutors. The third support is community field trips. These field trips expose students to area colleges and universities as well as reinforce academic content and skills such as when participants tested water quality in the James River.

During the 2015-2016 school year 183 students (44 in sixth grade, 55 in seventh grade, and 84 in eighth grade) were enrolled. The demographic make-up of CRC students mirrored that of the school as a whole: 92.4% African American, 3.5% Hispanic, 2.2% Caucasian, and 1.9% identified as other. Partnerships with community organizations, colleges and universities, local businesses and the PTSA have served to support the students and encourage academic success and achievement.

**Wilder Middle School**

6900 Wilkinson Road Henrico, VA. 23227 Mike Hasley 804-652-3752

Description of the Program

The College Readiness Center (CRC), an extended school year program at Wilder Middle School, has completed its second year. CRC is designed to correct the challenges that would prevent its graduates from succeeding in college preparatory classes in high school. The goal of the program is to prepare and develop underrepresented students for academic success as future college students through intensive support and rigorous curriculum at the middle school level.

During the 2015-16 school year, students received 180 days of instruction at 7.25 hours of instruction per day. During the summer, students attend school for 5 ½ hours a day for 23 days, providing a total of 203 days of instruction.

In 2015-2016, CRC served 183 students (44 in sixth grade, 55 in seventh grade, and 84 in eighth grade). Demographically, these numbers included 92.4% African American, 3.5% Hispanic, 2.2% Caucasian, and 1.9% other. Overall, 98% of the Wilder Middle School population is minority.

In addition to the middle school academic curriculum, CRC students at the sixth grade level have an additional class, the AVID Elective. This class teaches study skills such as Cornell note taking, requires students to ask higher level questions, practice close reading, and participate in weekly tutorials. In the seventh and eighth CRC classes, students and teachers continue the use of the AVID methodologies and skills. During the summer, there is a stronger emphasis on English, Math, Science, and Social Studies classes to provide academic acceleration and develop college readiness skills.

AVID and College Readiness

An important element to the program is the AVID elective and the creation of a college atmosphere in the school and classroom. Teacher training ensures that each teacher emphasizes these same skills in their daily lessons. For example, every CRC teacher requires students to use Cornell notetaking in class.

During AVID, students work with college aged tutors for AVID tutorials, a specific type of tutoring for students. These tutorials help students identify their weak areas. Students do not redo homework with a tutor. They are taught how to ask questions using the Socratic questioning method with other students. The tutor facilitates students learning as they teach each other, a skill set similar to study groups in college.

To create a college atmosphere at Wilder, the CRC hallways and classrooms are decorated with college posters and pennants. In 2015-2016, CRC launched the first College Fair Night where students researched a self-selected college and invited the community to learn about the many college options. Students researched the course of study for each college, the costs, locations, and student life. Students then created poster boards to showcase their research. Over 200 parents and community members attended this event including members of the House of Delegates, School Board, and school superintendent. Every student in CRC also visited three colleges, Christopher Newport University, Virginia State University, and Longwood University. While there, they learned about college life,



admission policies, athletics, and the academic program.



Field Trips and the Wilder Garden

Students also participated in field trips specifically tied to the Virginia Standards of Learning. The sixth grade class visited the James River to test water quality and sustainability for their Life Science (LS) class. This trip supported the Standards of Learning objective on ecosystems (LS.6), biotic factors of an ecosystem (LS.9), and eutrophication (LS.10). The seventh graders trip to the new Black History Museum in Richmond brought their United States History curriculum on the post-Reconstruction Era (USH.4) and for Civil Rights (USH.9) into sharper focus. The eighth grade students visited Agecroft Hall to learn about Shakespeare's era as part of their World History class (WHI.13). Each of these field trips had a reflection and learning writing component.

Finally, students also used the Wilder Garden as a place to learn. Teachers used the garden as a curriculum tool in all core classes. For example, students read Seedfolks in English class, applied area and perimeter math concepts in the garden, and planted vegetables like early settlers. At the end of summer session 2016, they hosted a Poetry Slam for parents and the community.

Barriers and Facilitators to Implementation

Time for planning and professional development during the school day was limited. CRC teachers elected to meet after school for program planning and staff development. Teachers also used online groups and shared documents to communicate asynchronously. To meet the goal for the 2015-2016 academic year of implementing AVID/CRC strategies schoolwide, training of non-CRC teachers was conducted after contractual hours.

Staff turnover at the school has also impacted the ability to train the whole school staff and implement AVID schoolwide. A smaller number of staff than originally planned participated in the AVID Summer Institute training. Combined with CRC teachers, the non-CRC teachers who were able to attend the AVID training will assist in future schoolwide training.

Transportation and summer meals have operated smoothly in the second year of the program.

CRC has developed partnerships with several organizations. The Community Learning Center (CLC), brings the Parent University program to Wilder CRC students and parents to educate parents on the college admission and acceptance process.

The Community Food Collaborative (CFC) help students learn about growing and selling farm to table food through internships and marketing. Students learn how to grow food, care for the soil, harvest the food, and then also learn marketing skills to sell the food to the public. Student fill out an application and interview to become an intern. In summer 2016, CRC students helped run the market which was open every week during the summer after school hours.

An effective recruitment and implementation tool is the graduation rate and the acceptance rate of CRC students into Specialty Centers. In 2015-16, 25 CRC graduates were accepted into the division's Specialty Centers and two were accepted into the Governor's School. The staff will promote these successes as they continue to build partnership and strengthen community engagement.



Teacher/Parent satisfaction and Student Engagement

The Wilder CRC has fostered a close relationship with parents and families of the students. Parent volunteers are plentiful. Parents are encouraged to visit and participate in field trips. Attendance at the Open House and Back to School night has increased. Younger brothers and sisters of current CRC students also apply for the program. In the 2016-17 year, a formal survey will be sent to staff, students and families to solicit feedback.

Data on Program Impact

The Department of Education is compiling data on student achievement.

Teacher retention in 2014-2015 was 100%. In 2015-2016 the retention rate dropped to 70% due to teacher resignations.

CRC students referrals have dropped between the 2014-15 intervention year and the 2015-16 year. Class size has remained relatively steady between the two intervention years.

For the 2014-15 intervention year, the cost per pupil was \$2,045.17. In 2015-16 intervention year, the cost per pupil expenditure was \$837.36.

Sustainability and Expansion

To sustain the program, there will be a continual effort to provide every teacher at Wilder Middle School the skills that teachers and students use in CRC. The teachers that are currently trained will lead in this effort so that the CRC culture becomes the Wilder culture. In 2016-2017, CRC will increase its recruitment to reach the goal of enrolling 100 students in each grade. Developing community partnerships will also be a continued focus.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: Henrico County Public Schools School Name: **WILDER MIDDLE SCHOOL**

2013-2014 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)

Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
**	**	**	**	95.2%	**	100%	**	20.9	123	123	\$0

2014-2015 INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)

Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
**	**	**	**	94.0%	**	100%	**	21.6	72	38	\$2045.17

2015-2016 INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)

Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
**	**	**	**	87.3%	**	100%	63**	22.5	53	37	\$837.36



Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2015-2016			
20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)			
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.			
1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			Source of Funds
Names of Individuals	Project Role	State	Local
Kenneth Davis	CRC Teacher	\$1,332.40	\$0
Jennifer Hubler	CRC Teacher	\$1,235.96	\$0
Thomas Golden	CRC Teacher	\$1,118.31	\$0
Rebecca Morrish	CRC Teacher	\$1,042.36	\$0
Daniel Nicholas	CRC Teacher	\$1,099.26	\$0
Nicholas Ingraham	CRC Teacher	\$1,092.40	\$0
Lauren Aldrich	CRC Teacher	\$1,179.35	\$0
Samantha Compton Newman	CRC Teacher	\$1,118.31	\$0
Simone Robinson	CRC Teacher	\$1,067.09	\$0
Taleesa Meeks	CRC Teacher	\$1,042.36	\$0
William Sharp	CRC Teacher	\$1,228.25	\$0
Rhonda Kass	CRC Teacher	\$1,287.21	\$0
Meighan Dober	CRC Teacher	\$1,092.40	\$0
Jon Smith	CRC Teacher/Substitute	\$2,112.00	\$0
Linda Chavis	CRC Nurse	\$345.19	\$0
Kassandra Epps	Substitute	\$858.00	\$0
Mike Hasley	Program Manager	\$574.61	\$0
Rachel Boykin	AVID Tutor	\$327.30	\$0
Rajshekar Chatterjea	Substitute	\$55.65	\$0
Daniel Folsom	AVID Tutor	\$96.98	\$0
Justin Grenzbach	AVID Tutor	\$96.98	\$0
Total		\$19,402.37	\$0



2000 Employee Benefits - Please list the amount of employee benefits charged to the project.	Source of Funds	
	State	Local
Kenneth Davis	\$287.64	\$0
Jennifer Hubler	\$304.67	\$0
Thomas Golden	\$275.66	\$0
Rebecca Morrish	\$288.90	\$0
Daniel Nicholas	\$270.97	\$0
Nicholas Ingraham	\$269.28	\$0
Lauren Aldrich	\$290.71	\$0
Samantha Compton Newman	\$275.66	\$0
Simone Robinson	\$263.04	\$0
Taleesa Meeks	\$256.94	\$0
William Sharp	\$302.76	\$0
Rhonda Kass	\$317.30	\$0
Meighan Dober	\$269.28	\$0
Jon Smith	\$161.56	\$0
Linda Chavis	\$26.40	\$0
Kassandra Epps	\$65.64	\$0
Mike Hasley	\$68.64	\$0
Rachel Boykin	\$25.04	\$0
Rajshekar Chatterjea	\$4.25	\$0
Daniel Folsom	\$7.42	\$0
Justin Grenzbach	\$7.42	\$0
Total Employee Benefits 2000	\$4,039.18	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.	Source of Funds	
	State	Local
Winn Bus Lines (Longwood University, Virginia State University, Christopher Newport University)	\$4,195.00	\$0
James River Association (James River field trip)	\$1,050.00	\$0
AVID Summer Institute registration (13 participants)	\$9,573.00	\$0



AVID Summer Institute (hotel and airfare)	\$14,333.54	\$0
Admission fee (Agecroft Hall)	\$300.00	\$0
Total Purchased Contractual Services	\$29,151.54	\$0
4000 Internal Services		
	Source of Funds	
	State	Local
Summer 2016 Pupil Transportation	\$8,173.93	\$0
Total Internal Services	\$8,173.93	\$0
5000 Other Services		
	Source of Funds	
	State	State
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project.		
	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Materials and Supplies (Supply Room, Superior Distribution, Office Depot)	\$4,367.37	\$0
AVID Summer Institute (meals)	\$2,344.61	\$0
Total Materials and Supplies	\$6,711.98	\$0
	State	Local
Total Project Expenses	\$67,479.00	\$0



Loudoun County Public Schools

VDOE 2015-16 YRE Final Grant Report for Middleburg Community Charter School

August 10, 2016

First Quarter, 2015

Beginning of Year Assessment Summary

Based upon the 2014-15 end of the year grade level assessments, twelve (12) students in grades K-4 returned to M CCS performing below grade level expectations. Of these 12 students, six (6) currently receive ESOL services and six (6) receive special education services. At the beginning of school, kindergarten and new students were assessed. Of the 19 (nineteen) kindergarten students, ten (10) entered school with low literacy skills. Of the eight (8) new 1-5 grade students, two (2) new students performed below grade level expectations in reading as measured by the DRA and performance assessments.

Middleburg Community Charter School's Intersession Program is part of our plan for year round learning. The Intersession Program offers classes to strengthen and extend learning at M CCS. Some of the subject areas during this year's program have been: literacy, engineering, math, science, art, foreign language, technology, music and history. The classes are scheduled throughout the year and are held for two weeks in the fall, spring and summer and are available to all students. Participation is optional, but classroom teachers identify students who they think will benefit from attending intersession and a special invitation is extended to these families.

Fall Intersession

All (112) students in grades K-5 were sent Intersession registration forms. All students who performed below grade level expectations on the performance assessments were sent special invitations to attend the Fall Intersession extended learning classes. Additionally, they received a double dose of targeted instruction during the regular school day. Nine (9) of the twelve (12) attended. Additionally, 17 (seventeen) students in grades 1-5 had a passing score of 60-75. These students were sent a special invitation to attend Intersession, too. Thirteen (13) of the seventeen (17) attended. The ninety-one (91) students who attended the Fall Intersession attended either one or both weeks of Intersession (17 of 19 K, 20 of 24 first, 17 of 22 second, 16 of 22 third, 13 of 15 fourth, and 7 of 10 fifth graders). There was a definite increase in attendance from last year's Fall Intersession due to familiarity, a variety of focused classes, and the addition of transportation. This school year, ninety-one students participated in the Fall 2015 Intersession.

Second Quarter, 2015

Results of Performance Assessments

The students in grades 2-5 were administered the quarterly performance assessments in the core subjects. The assessment results for grades 2-5 revealed an achievement growth in most of the students. On the end of the second quarter math assessment,



fifteen (15) students performed below 60, seven (7) scored between 60-70, six (6) students scored between 70-80, and the remaining 38 students in grades 2-5 scored above 80. (Two students were absent during the assessment window. Their results are not included in this report.) In the quarterly 4/5 grade science assessment, twenty (20) of the twenty-five students scored at or above 80%. In the 4/5 English assessment, two (2) students continue to perform well below grade level, three (3) students scored between 64-80%, and the remaining twenty (20) students scored above 80%. On the 4th grade Va. Studies assessment, three (3) students scored below 60%, two (2) students scored between 60-70%, and the remaining ten (10) scored above 70. Kindergarten students were screened at the beginning of the year in literacy. Of the nineteen (19) kindergarten students, ten (10) entered school with low literacy skills. All ten (10) attended the Fall Intersession. 2/3 grades' reading scores are forthcoming as well as K/1 PALS and math results.

Third Quarter, 2016

Interventions

Second through fifth graders performing at or below the benchmarks in the core areas as measured by the quarterly assessments have been invited to attend Saturday Academy and/or after school tutoring. After school tutoring is being offered especially to the students who are unable to attend Saturday Academy. The principal is checking into transportation for students who can only attend if transportation is offered.

Professional Development

Professional Development in the areas of literacy, math, and science using materials designed by Lego Education, Tynker, William and Mary University, and the University of Connecticut was conducted in the summer and fall and will continue in January and February.

Spring Intersession

The Intersession Coordinator, STEAM Coordinator, Principal, and Academic Consultant will begin the plans and preparations for the Spring Intersession classes based upon the academic needs of the students using the mid-quarter assessments and recommendations from teachers.

Last spring, we had 38 students attend intersession. In March 2016, we had 93 students participate in the program. The number of classes offered has also increased since last year. In the Spring of 2015, 8 classes were offered a week (four in the morning and four in the afternoon.) Of the instructors, only one was a licensed PE teacher, the other instructors were teaching assistants or community members. This school year in both the fall and spring, we have offered seven classes in the morning and seven in the afternoon for a total of 14 classes a week. All intersession classes were taught by teachers and the MCCS STEAM Coordinator.

Since MCCS being awarded the VDOE grant, student and teacher participation in intersession has more than doubled. Overall so far this school year, 89% or 101 of our



113 students participated in the MCCS Intersession program by attending one or both weeks in the Fall or the Spring. Summer Intersession will take place in late June 2016.

Fourth Quarter, 2016

Results of Performance Assessments

All students in grades k-5 were assessed in reading and math. All students showed academic growth in both subjects as measured by PALS (K/1) and DRA in reading and Interactive Achievement and school-based assessments in math. According to the preliminary 2015-16 SOLs report, the third-fifth graders increased the passing rate in all tested areas. Students who did not pass the SOLs and/or did not meet the PALS, DRA, and math benchmarks were invited and encouraged to attend the Summer Intersession. While there are still some students who performed below grade level, plans are already underway to provide target instruction for students in need early in the fall.

Summer Intersession

The two week summer intersession was held at the end of the school year. Special invitations were extended to students who did not pass the SOLs and who performed below grade level as measured by PALS (k/1), DRA, and Interactive Achievement math assessments. The Summer Intersession offered 5 courses per week in both the morning and afternoon for a total of 10 classes per week. All courses were taught by teachers and the MCCS STEAM Coordinator. 65 students participated in the June Intersession.

Professional Development

Teachers and staff participated in PD focused on Mindfulness, Gifted Education, Character Education, Science and Mathematics workshops. Two teachers attended a week long literacy conference. Other staff participated in Engineering Conference, STEAM Workshops, PALS and DRA training, a week long Project-Based Learning conference, and an interdisciplinary/thematic unit session. The principal and instructional lead teacher attended the ASCD conference. Throughout the year, teachers met weekly in PLCs with the principal. All staff are expected to present at the all staff PD back to school sessions. Staff will participate in personalized professional learning and book studies throughout the upcoming year.

Summary

The VDOE Grant has allowed MCCS to offer quality Intersessions, Saturday Academies, and Afterschool intervention classes. Bus transportation was also available to our families (through the Grant), which was another factor in the increase of attendance leading to the success of the program. Overall this school year, 104 out of 113 MCCS students participated in one or more of the school year 2015-2016 Intersession programs. Additionally, 8 students (in grades 1-5) that were new to MCCS for school year 2016-2017 enrolled in the June Summer Intersession bringing the total number of students served by an Intersession program at some point during the year to 112. The afterschool intervention classes and Saturday Academies all contributed to increased student achievement and extended learning time. The professional development throughout the school year and during the summer months were beneficial



to all staff. Evidence of the PD was observed and documented in the teachers' evaluations.

We opened this school year with an accreditation warning. We are proud to announce that based upon our preliminary results, we are now accredited!

It is our hope that MCCS will be able to continue to offer extended learning opportunities through funding made possible by VDOE and community donations.

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: Loudoun County

School Name: Middleburg Community Charter School

English/Reading

COMPARISON YEAR- (2014-15) - English/Reading

Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
76	27	<	<	95%	96%	40%	85%	22	1	1	\$11,638

INTERVENTION YEAR 1- (2015-16) - English/Reading

Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
85	*	<	<	97%	96%	93%	91%	22	6	4	\$12,195

Mathematics

COMPARISON YEAR- (2014-15) - Mathematics

Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
71	45	<	<	95%	96%	40%	78%	22	1	1	\$11,638



VIRGINIA DEPARTMENT OF EDUCATION

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: Loudoun County											
School Name: Middleburg Community Charter School											

English/Reading

COMPARISON YEAR- (2014-15) - English/Reading

Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
76	27	<	<	95%	96%	40%	85%	22	1	1	\$11,638

INTERVENTION YEAR 1- (2015-16) - English/Reading

Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
85	*	<	<	97%	96%	93%	91%	22	6	4	\$12,195

Mathematics

COMPARISON YEAR- (2014-15) - Mathematics

Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
71	45	<	<	95%	96%	40%	78%	22	1	1	\$11,638

INTERVENTION YEAR 1- (2015-16) - Mathematics

Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
84	*	<	<	97%	96%	93%	87%	22	6	4	\$12,195



5th Grade Science

COMPARISON YEAR- (2014-15)- 5th Grade Science - (10 Students)											
Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
50	<	<	<	95%	96%	40%	55%	10	1	1	\$11,638
INTERVENTION YEAR 1- (2015-16) - Science											
Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
90	*	<	<	97%	96%	93%	92%	10	6	4	\$12,195

Virginia Studies

COMPARISON YEAR- (2014-15) - Virginia Studies											
Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
67	*	<	<	95%	96%	40%	75%	10	1	1	\$11,638
INTERVENTION YEAR 1- (2015-16) - Virginia Studies											
Student Achievement				Average Attendance		Teacher Retention	Student on Grade Level	Class Size	Student Behavior		Costs
Total (N)	Gap 1 (N)	Gap 2 (N)	Gap 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
100	*	<	<	97%	96%	93%	100%	12	6	4	\$12,195

The above data reflect improvement in all academic areas as well as teacher retention and attendance. While student behavior is not a major problem at MCCS, there was an increase in incidents and offenders. This increase has been or will be addressed through PD for staff in Mindfulness, Responsive Classroom strategies, PBIS, and classroom management techniques. In turn, students will be taught the strategies needed to resolve conflicts. The principal has increased the school's guidance counselor allocation to meet the social and emotional needs of the students, especially with students who happen to have behavior goals. Additionally, a parent information evening session will be held in the beginning of the school year to provide information about these initiatives.

(*Gap 1 Scores are unavailable at this time.)



VIRGINIA DEPARTMENT OF EDUCATION

VDOE BUDGET 2015-2016 -ACTUAL and ESTIMATED EXPENSES THROUGH August 31, 2016

*Budget items are paid 80% through the VDOE Grant and 20% paid through MCCC

		August	September	October	November	December	January	February	March	April	May	June	July	August (est)	80% Actual	Budget Revised 1/2016
Personnel Services	Intercession Coordinator 10 hrs.@40.00 =\$400	\$400	\$ 1,529	\$ 3,450	\$ 400	\$ 400	\$ 400	\$ 1,313	\$ 2,180	400	400	\$400.00	400	\$400.00	\$ 12,072	\$ 9,379
	STREAM Project Coordinator								\$ 2,153	\$ 4,715	\$ 1,722	\$ 6,609	\$ 3,788	\$ 3,788	\$ 22,775	\$ 32,500
	Teachers			\$ 12,797					\$ 15,191			\$ 10,068			\$ 38,056	\$ 40,000
	Instructional Assistants			\$ 915					\$ 1,015						\$ 2,430	\$ 12,600
	Special Education Teacher								\$ 384						\$ 384	\$ 6,600
	Saturday Academy Teachers						\$ 1,866	\$ 1,867	\$ 254		\$ 393	\$ 534			\$ 4,914	\$ 3,733
	Intercession Administrator			\$ 5,158											\$ 5,158	\$ 10,300
	Intesession Secretary			\$ 1,938					\$ 1,722			\$ 1,276			\$ 4,936	\$ 11,620
	Intervention Teachers								\$ 230		\$ 230	\$ 419			\$ 879	
	Total Personnel Services														\$ 88,604	\$ 127,310
Employee Benefits																
	STREAM Project Coordinator	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0		0	\$ 9,000
Contractual Services	Education Consultant \$80/hr x 100 hours				\$ 2,112	\$ 640	\$ 640	\$ 576	\$ 640	\$ 867	\$ 689	\$ 640	\$ 800	640	\$ 8,244	\$ 8,000
	On-line E-Learning for Lego Education Story Starter *June Follow up)							\$*							\$*	\$ 99
	EV 3 (*June Follow up)							\$*							\$*	\$ 600
	Words Their Way Training							\$ 187							\$ 187	\$ 187
	Professional Development							\$ 100			\$ 395	\$ 2,390	\$ 775		\$3,660	\$ 2,000
	Total Contractual Services														\$ 13,496	\$ 10,886
Internal Service	Custodial Support for Intersessions			\$ 1,997					\$ 1,700			\$ 1,700			\$ 5,397	\$6000.00
	Printing			\$ 148					\$ 182			\$ 200		\$180	\$ 710	\$ 2,000
	Food Services			\$0					\$100			\$0			\$ 100	\$ -
	Utilities (Electric, Gas, Verizon, Water)			\$ 814					\$ 986			\$ 1,300			\$ 3,100	\$ 1,500
	Total Internal Services														\$ 9,307	\$ 8,000
Transportation	Transportation for Intersessions			\$ 6,431					\$ 5,716			\$ 3,420			\$ 15,567	\$ 19,500
	Transportation for August	\$ 3,023												\$ 3,023	\$ 6,046	\$ 3,000
	Total Transportation														\$ 21,613	\$ 22,500
Materials and Supplies																
	Tynker for Saturday Academy					\$ 400									\$ 400	\$ 400
	M2 and M3 Math/Math/Sci Assess.		\$ 584								\$ 524				\$ 1,109	\$ 1,000
	2 Story Starter Lego Class Sets					\$ 2,073									\$ 2,073	\$ 2,073
	2 WeDo Class Sets					\$ 2,780									\$ 2,780	\$ 2,780
	2 More to Math for 1st/2nd							\$ 830							\$ 830	\$ 1,200
	1 Simple and Motorized Mechanism							\$ 2,050							\$ 2,050	\$ 1,365
	10 Class Set of Word Study	\$ 2,586													\$ 2,586	\$ 2,586
	Supplies and Books to Support Classroom	\$ 267				\$ 300	\$ 425	\$ 250	\$ 332	\$ 119	\$ 91	\$ 879		\$100	\$ 2,763	\$ 4,000
	Copier Paper			\$ 1,000					\$ 1,000			\$ 1,000			\$ 3,000	\$ 3,000
	Shipping and Handling Costs		\$ 17					\$ 500							\$ 517	\$ 1,000
	TOTAL Materials														\$ 18,109	\$ 19,404
TOTAL															\$ 151,129	\$ 197,102



Lynchburg City Public Schools

Annual Report

Lynchburg City Schools

Extending Opportunities for Success Grant

FY 2015 – 2016

September 1, 2016



1. Executive Summary

Lynchburg City Schools (LCS) has completed the initial implementation year, in SY15-16, of its Extending Opportunities for Success Program that was made possible with funding from the Virginia Department of Education (VDOE) Extended Opportunities for Success grant. The implementation plan was developed from an earlier grant from VDOE for a Year Round Planning Grant Study. Programming for extending opportunities for success were carried out division-wide, which includes 11 elementary schools, 3 middle schools, 2 high schools and 1 pre-K early learning center.

The initial implementation grant was received on September 1, 2015. The grant effort for Extending Opportunities for Success consisted of four components as follows:

- A) Intersession
- B) Credit Recovery Program
- C) Senior Intensive Remediation Program
- D) Summer Program

A) Intersession

The intersession component was created by adjusting the school year so that a 3-day intersession could be added in both the Fall and Spring semesters with a goal to provide additional remediation and enrichment opportunities for students each semester. Due largely to not receiving grant notification until September 1, implementation planning and promotion for the Fall intersession on October 21-23 was not totally successful and the participation rate for targeted students was only 36%. Although the delayed award was an issue, a major lesson learned was that teacher planning time needed to be budgeted. Recognizing this, LCS requested and received approval to reallocate funds for lesson planning. Another factor for consideration was the “novelty” of a new Fall break affecting attendance. As a result, the participation rate through the February 17-19 intersession increased to 55% of targeted students.

B) Credit Recovery Program (With Boys/Girls Club of Central Virginia)

LCS, with the approval of the LCS School Board, is partnering with the Boys/Girls Club of Central Virginia to implement the Empowerment Academy in SY16-17. The Empowerment Academy provides an alternative education setting designed to meet the needs of high school students who are not reaching their full potential or need a specialized learning environment to obtain academic success by focusing on overage/under-credited students as well as dropout retrieval. The EOS program provides funding for an after-school program and summer credit recovery program for secondary students who require additional supports tailored to student needs. The Empowerment Academy programming will be conducted at the Boys/Girls Club



facility by LCS personnel under the direction of an LCS Director. The credit recovery program was proposed to begin in the 2015-16 school year but had to be delayed until the 2016-17 year.

C) Senior Intensive Remediation Program

The Senior Intensive Remediation Program is available to high school seniors, who are short on credits, to attain sufficient credits or verified credits to be eligible for on-time graduation. The E2020 program will be used for credit recovery so students can work at a quicker pace to finish.



D) Summer Program

The Summer Program bridges learning opportunities from one year to the next for elementary students who need additional support in grade level standards in Reading and Mathematics, and to provide remediation in Reading and Mathematics for secondary students. Some tuition scholarships were provided to high school students who needed course credit but were unable to pay for the summer course.

Summary of Performance

Goals and Objectives

Our performance in meeting the goals and objectives that were established in our grant proposal for the Extending Opportunities for Success Program at LCS are summarized below:

Goal 1- Provide extended learning time for students who need more time to master standards in core content areas.

Objective: Show improvement in Division benchmark tests in 2015-16 vs. 2014-15 baseline year.

Results: Comparison of benchmark test in March 2016 vs. March 2015 is shown below:

Subject/Grade	2014-15	2015-16
Grade 3 Math	15	76
Grade 4 Math	47	60
Grade 5 Math	55	70
Grade 6 Math	25	76, 60 (6A Math)
Grade 7 Math	43	13, 76 (7A Math)
Grade 8 Math	61	34
Algebra I	8	92 (MS), 31 (HS)
Algebra II	49	57
Geometry	44	44

Subject/Grade	2014-15	2015-16
Grade 3 Reading	70	58
Grade 4 Reading	84	66
Grade 5 Reading	61	70
Grade 6 Reading	75	67
Grade 7 Reading	46	64
Grade 8 Reading	71	53
Grade 11 Reading	57	65



Goal 2- Provide support for students who have been challenged to take advanced courses in Reading and Math.

Objective: Show increase in % of students enrolled in advanced classes (who have a C or higher) in 2015-16 vs. 2014-15.

Results: Comparison of 2015-16 to the 2014-15 baseline year is as shown below:

Subgroup	2014-15	2015-16
All Students	93%	94%
Black Students	90%	89%
White Students	96%	98%
Hispanic Students	94%	95%
Economically Disadvantaged Students	88%	89%
Students With Disabilities	95%	91%
Other	90%	96%

Goal 3- Provide extended opportunities after school and during Summer break for secondary students to get or keep on schedule for graduation. The SY 2015-16 was spent with organizing the rollout of the Empowerment Academy, finalizing agreements with the Boys/Girls Club of Central Virginia, School Board approvals, and hiring of administration and staff. The plan is set to begin operation with the first day of school on August 15, 2016.

Objective: Show increase in % of 9th grade students on track to graduation (at least 5 H.S. credits with at least 2 verified).

Result: The percentage dropped from 90% in 2014-15 to 85% in 2015-16. Not met.

Objective: Show increase in % of high school students on track to graduation.

Result: No results to report due to the delayed opening of the Empowerment Academy.

Goal 4- Provide extended opportunities for seniors to gain credits or verified credits enabling them to graduate on-time.

Objective: Show increased % of students graduating on time in 2015-16 vs. the 2014-15 baseline year.

Result: The 2015-16 data is not available until September 28, 2015. The baseline data is as follows:

Subgroup	2014-15	2015-16
All Students	81%	N/A
Black Students	72%	N/A



White Students	89%	N/A
Economically Disadvantaged Students	74%	N/A
Students with Disabilities	74%	N/A

Goal 5- Provide extended learning opportunities in Reading and Math for elementary students to improve proficiency in grade level standards.

Objective: Increase the % of students on grade level in Reading and Math.

Result: As a Division, the Federal Reading scores increased by 2% overall from 2014-15 to 2015-16. Also, the Federal Math scores increased by 4% overall from 2014-15 to 2015-16.

Performance Results

The federal accreditation SOL results for the 2015-16 school year show that LCS continues to improve. While the average scores across Virginia for reading and math show a 1 point increase this year, LCS reading scores rose 2 points (and 9 points over the last two years) and our math scores rose 4 points (14 points over the last two years). Additionally, science scores were 4 points higher as compared to statewide which was only up 1 point.

Scores for every identified group of students (black, white, economically-disadvantaged and students with disabilities) increased in both reading and math, and the achievement gap between white and black students was reduced in both subjects over the last two years.

The continued improvement in reading and math across all groups in Lynchburg City Schools shows the hard work of our students and the commitment of our teachers and staff to accomplish the LCS mission of Every Child, By Name and By Need, to Graduation. LCS has outpaced the state two years in a row in reading and math, and the effort made possible by the Extending Opportunities for Success grant has been a factor in that improved performance.

2. Comprehensive description of the year-round or extended year project

A. The name and address of the school division, participating schools, and grant coordinator contact information.

School Division: Lynchburg City Schools, 915 Court St., Lynchburg, VA 24504.

Participating Schools: Hutcherson Early Learning Center, 2401 High St; Bedford Hills Elementary, 4330 Morningside Dr; Dearington Elementary, 210 Smyth St.; Heritage Elementary, 501 Leesville Rd; Linkhorne Elementary, 2501 Linkhorne Dr; Paul Munro Elementary, 4641



Locksview Rd; Perrymont Elementary, 409 Perrymont Ave; R.S. Payne Elementary, 1201 Floyd St; Sandusky Elementary, 5828 Apache Ln; Sheffield Elementary, 115 Kenwood Pl; T.C. Miller Elementary, 600 Mansfield Ave; William Marvin Bass Elementary, 1730 Seabury Ave; Linkhorne Middle, 2525 Linkhorne Dr; P.L. Dunbar Middle, 1200-1208 Polk St; Sandusky Middle, 805 Chinook Pl; E.C. Glass High, 2111 Memorial Ave; Heritage High, 3020 Wards Ferry Rd. All schools are in Lynchburg, VA.

Grant Coordinator Contact Information:

Jack Freeman, Grant Coordinator

Tel: (434) 515-5051

Email: freemanjb@lcsedu.net

Sarah Campbell, Coordinator of Extended Learning Time

Tel: (434) 515-5037

Email: campbellsg@lcsedu.net

Michael Rudder, Director of School Improvement and Grants

Tel: (434) 515-5036

Email: ruddermk@lcsedu.net

B. The description of the program, including total days of instruction, and hours of instruction per day, and student enrollment total by demographics and grades or programs served.

Lynchburg City School's Extending Opportunities for Success Grant outlines four components that support extended learning opportunities for students.

I. Intersession –

a. In October, three days of Intersession occurred on October 21-23, 2015. Schools ran a 4-6 hour program. At the elementary level (grades K-5), 408 students participated. The primary focus centered around reading and math. At the middle school level (grades 6-8) 80 students participated and 80 students participated at the high school level (grades 9-12). The primary focus at the secondary level centered around reading, math, and writing.

b. In February, three days of Intersession occurred on February 17-19, 2016. Program hours across the division included 3 schools operating at 4 hours, 2 schools operating at 4.5 hours, 3 schools operating at 5 hours, and 8 schools operating at 6 hours. Participation across all grade levels increased during February. There was a 35% increase in student participation at the elementary level (grades K-5) with 551 students participating as well as 40 Pre-K students. The primary focus centered around reading, math, science, and social studies. Secondary schools saw a 97% increase in participation. At the middle school level (grades 6-8) 189 students participated and 126 students participated at the high school level (grades 9-12). The primary focus centered around reading, math, and writing. High school students also had an opportunity to attend SAT and/or ACT prep classes during program hours.



II. After School Credit Recovery -- The plans for this program were in the development stages during the 2015-2016 school year. The Empowerment Academy opened in August 2016 for the 2016-2017 school year. Therefore data will be shared at a later time.

III. Senior Intensive -- This program occurred during the month of June 2016. Five students took the opportunity to come to school during the summer to receive remediation and support as they took a course on the E2020 program. Upon successful completion of the course, students obtained verified credits for graduation requirements.

IV. Summer School – Through the extended year grant, LCS was able to extend program hours to support additional time for student learning at both the elementary and middle school levels. These summer programs operated 4 hours a day for 14 days as compared to 3.75 hours a day for 12 days during the 2014-2015 school year. In addition, the grant supported academic course scholarships for high schools students who needed to take a course for credit and were unable to pay for the remedial course.

a. Elementary Summer Bridge Program and PETAL Summer Program occurred July 5-July 22, 2016. At the Elementary Summer Bridge Program, 192 students (Prek-5) participated. This summer remedial program focuses primarily on reading and math skills to bridge learning from one grade level to the next.

At the PETAL Summer Program, 109 students (rising 2-6 grades) participated. This summer program promotes accelerated learning in reading and math by furthering academic achievement and narrowing the achievement gap for recommended students.

b. Middle School Summer School occurred during July 5-July 22, 2016. The first session was for students who needed to pass a class in either reading or history. Out of the 107 students who participated in the first summer session, 96 students passed the course. The second session was for students who needed to pass a class in either math or science. Out of the 41 students who participated in the second session, 32 students passed the course.

At the PETAL Secondary Summer Program, 23 students participated. This summer program promotes accelerated learning in reading and math by furthering academic achievement and narrowing the achievement gap for recommended students.

c. There were 19 course scholarships awarded to 16 students (3 students needed 2 course scholarships) during the summer high school remedial for credit summer school. 18 out of the 19 course scholarships were passed.



3. Description of the barriers and facilitators to implementation, including amount of planning time, logistics for transportation and other support services, community engagement and partnerships with other organizations or school divisions, fiscal impact, and scheduling of professional development.

Upon receiving notification of grant funds in September 2015, Lynchburg City Schools experienced several barriers in efforts to plan and implement the first Intersession scheduled in October 2015. One of the major difficulties was the lack of teachers to teach within the individual school programs. The shortened window of opportunity to send communication home to families caused another barrier to secure student participation of October's three days of Intersession. Furthermore, the partnership with the Lynchburg Boys and Girls Club to develop the Empowerment Academy was finalized during the 2015-2016 school year. The Empowerment Academy opened for the 2016-2017 school year. Therefore, the implementation for the credit recovery program for high school students did not occur during the first year of the grant implementation.

4. Description of changes in teacher and parent satisfaction and student engagement, including how each was measured and results found.

A survey was created and sent out to all LCS staff members and parents in regards to the modification to the school calendar to support extended school year opportunities including October and February Intersessions.

According to the survey results, teachers positively expressed the appreciation for small group instruction in a relaxed learning environment. Teachers appreciated the flexibility to be able to focus on skills that needed to be taught and how to reteach these skills to participating students. In the future, staff members wanted to ensure there was earlier communication and identification of students so that schools can continue to increase student participation. Furthermore, the impact of student learning during intersession days resulted in small group instruction with hands on learning experiences. This was a common trend across all grade levels. The areas of growth in relationship to student impact include exploring strategies for maximizing student attendance and being able to prioritize deepening student understanding of targeted skills.

The overall positive aspects of Intersession from the parent survey showed that parents appreciated the break from the regular school day, receiving extra help from teachers during Intersession, as well as the opportunity to have their child participate in SAT and/or ACT prep



classes at the high school level. Parents also indicated areas to build on for future planning which included earlier communication and notification to parents for Intersession programming and providing tailored instruction for individual students to help bring up grades.

5. Data on the impact of the year-round or extended year project (Please use the *Evaluation Matrix*)

A. Description of metrics and changes observed to student achievement across all students and by priority groups compared to the academic year prior to implementation of the year-round or extended year project

Lynchburg City Schools are pleased with the SOL results released by the Virginia Department of Education, which show that Lynchburg City Schools continues to improve. While the average scores across the state for reading and math showed a 1 point increase this year, our reading scores rose 2 points (and 9 points over the last two years) and our math scores rose 4 points (14 points over the last two years).

Scores for every identified group of students (white, black, economically disadvantaged) increased in both reading and math, and the achievement gap between white and black students was reduced in both subjects over the last two years.

This continued improvement in reading and math scores across all groups in Lynchburg City Schools shows the hard work of our students and the commitment of our teachers and staff to accomplish the LCS mission of Every Child, By Name and By Need, to Graduation.

B. Description of metrics and changes observed to teacher attendance and retention compared to the academic year prior to implementation of the year-round or extended year project

Upon comparison of teacher retention rates between 2014-2015 and 2015-2016 school years, data shows that during the first year of the grant teacher retention rate decreased from the previous year.

C. Description of metrics and changes observed to student attendance, average class size, and student behavior compared to the academic year prior to implementation of the year-round or extended year project



Data for the 2014-2015 school year does not reflect the components outlined in our grant. Information related to average class size is composed at the division level, therefore this information is not applicable for the school year prior to the implementation of the grant. Student attendance, average class size, and student behavior data for the 2015-2016 school year (first year of the grant) will become our baseline data. This data will provide school specific information that will be used to compare grant components for school years 2016-2017 and 2017-2018.

D. Description of metrics and changes observed to academic costs per pupil compared to the academic year prior to implementation of the year-round or extended year project

In 2014-2015, as well as previous years, LCS did not track academic cost per pupil by individual schools. Total per pupil expenditures were calculated based on the Table 15 of the Superintendent's Annual Report for Virginia.

During the grant implementation year (2015-2016), the numbers reflected on each school's matrix relate to average class size during six days of Intersession only. LCS summer programs are consolidated to one location, therefore, data is not maintained at a per school basis.

6. Description of efforts to sustain the year-round or extended year project model and whether the model will be offered in additional grades, programs, or schools.

In June 2016, Lynchburg City Schools applied and was awarded funding in August 2016 to support another cycle of an extended year project. The grant, entitled *Extending Opportunities for Success*, is in support of Lynchburg City Schools academic calendar and comprehensive plan for 2016-2017 and 2017-2018. There are four major components of the grant which provide services to all students PreK – 12 in all schools and programs within Lynchburg City Schools.

1. Funding for intersession days for identified students on October 17-19, 2016, and February 27, 28, & March 1, 2017. During the intersession days, LCS will partner with Lynchburg Beacon of Hope to provide mentoring, peer tutoring services, SOL remediation, ACT/SAT preparation to high school students, and team building to middle school students.
2. Funding for intervention services for students attending the Empowerment Academy.
3. Funding for a Senior Intensive Remediation Program for high school seniors at both high schools to assist with obtaining sufficient credits to meet graduation requirements.
4. Funding to support additional time and resources for Summer School Programs.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name: **Bedford Hills Elementary**

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 71%	Math: 39%	Math: 85%	Math: 45% Reading: 52%	95%	96%	86%	Math: 75% Reading: 79%	N/A	187	102	N/A
Reading: 77%	Reading: 48%	Reading: 89%									
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 77%	Math: 52%	Math: 89%	Math: 63% Reading: 70%	93%	96%	84%	Math: 76% Reading: 81%	Intersession Only: 5-10 students	264	94	\$171.25
Reading: 82%	Reading: 59%	Reading: 95%									

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name:
Dearington Elementary

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 43%	Math: 43%	Math: 63%	Math: 43% Reading: 43%	95%	97%	89%	Math: 50% Reading: 48%	N/A	55	37	N/A
Reading: 43%	Reading: 41%	Reading: 57%		95%	97%	89%	Math: 50% Reading: 48%	N/A	55	37	N/A
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 74%	Math: 72%	Math: 70%	Math: 90% Reading: 62%	94%	96%	88%	Math: 77% Reading: 67%	Intersession Only: 5-10 students	29	30	\$218.02
Reading: 64%	Reading: 61%	Reading: 78%		94%	96%	88%	Math: 77% Reading: 67%	Intersession Only: 5-10 students	29	30	\$218.02

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name: **Heritage**
Elementary

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 54%	Math: 39%	Math: 61%	Math: 46% Reading: 49%	90%	95%	70%	Math: 56% Reading: 62%	N/A	82	49	N/A
Reading: 59%	Reading: 45%	Reading: 68%									
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 67%	Math: 50%	Math: 83%	Math: 46% Reading: 57%	92%	95%	81%	Math: 70% Reading: 71%	Intersession Only: 5-10 students	113	52	\$162.36
Reading: 67%	Reading: 51%	Reading: 82%									

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name:
Hutcherson Early Learning Center

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
N/A	N/A	N/A	N/A	92%	N/A	100%	N/A	N/A	0	0	N/A
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
N/A	N/A	N/A	N/A	90%	N/A	100%	N/A	Intersession Only: 5-10 students	2	2	\$290.79

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name:
Linkhorne Elementary

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 65%	Math: 59%	Math: 85%	Math: 59%	94%	96%	73%	Math: 67%	N/A	171	77	N/A
Reading: 66%	Reading: 58%	Reading: 85%	Reading: 60%				Reading: 67%				
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 66%	Math: 60%	Math: 85%	Math: 59%	95%	96%	73%	Math: 67%	Intersession Only: 5-10 students	259	81	\$158.18
Reading: 68%	Reading: 58%	Reading: 90%	Reading: 56%				Reading: 68%				

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name: **Paul
 Munro Elementary**

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 79%	Math: 56%	Math: 90%	Math: 58%	96%	96%	96%	Math: 80%	N/A	10	25	N/A
Reading: 84%	Reading: 64%	Reading: 96%	Reading: 67%				Reading: 85%				
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 85%	Math: 70%	Math: 93%	Math: 71%	95%	96%	91%	Math: 87%	Intersession Only: 5-10 students	10	8	\$273.78
Reading: 88%	Reading: 77%	Reading: 93%	Reading: 76%				Reading: 88%				

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name:
Perrymont Elementary

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 57%	Math: 47%	Math: 70%	Math: 54% Reading: 57%	93%	96%	75%	Math: 60% Reading: 63%	N/A	584	165	N/A
Reading: 60%	Reading: 55%	Reading: 66%									
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 72%	Math: 67%	Math: 81%	Math: 65% Reading: 61%	95%	96%	82%	Math: 72% Reading: 70%	Intersession Only: 5-10 students	305	118	\$131.55
Reading: 69%	Reading: 61%	Reading: 82%									

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name: **R. S. Payne Elementary**

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 81% Reading: 75%	Math: 65% Reading: 52%	Math: 96% Reading: 59%	Math: 69% Reading: 95%	94%	96%	90%	Math: 82% Reading: 73%	N/A	126	84	N/A
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 79% Reading: 76%	Math: 62% Reading: 56%	Math: 96% Reading: 95%	Math: 62% Reading: 54%	94%	95%	85%	Math: 78% Reading: 74%	Intersession Only: 5-10 students	114	63	\$151.34

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Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name:
Sandusky Elementary

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 81% Reading: 74%	Math: 69% Reading: 58%	Math: 85% Reading: 87%	Math: 78% Reading: 67%	95%	96%	96%	Math: 81% Reading: 76%	N/A	53	28	N/A
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 85% Reading: 74%	Math: 71% Reading: 55%	Math: 94% Reading: 88%	Math: 75% Reading: 54%	96%	96%	92%	Math: 84% Reading: 74%	Intersession Only: 5-10 students	12	10	\$148.91

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Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name: **Sheffield**
Elementary

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 60%	Math: 54%	Math: 66%	Math: 53% Reading: 74%	96%	96%	100%	Math: 62% Reading: 69%	N/A	61	22	N/A
Reading: 68%	Reading: 63%	Reading: 63%									
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 73%	Math: 66%	Math: 82%	Math: 63% Reading: 66%	95%	96%	82%	Math: 75% Reading: 75%	Intersession Only: 5-10 students	82	44	\$192.26
Reading: 73%	Reading: 67%	Reading: 83%									

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name: **T. C. Miller Elementary**

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 63%	Math: 55%	Math: 79%	Math: 56% Reading: 57%	94%	96%	84%	Math: 65% Reading: 64%	N/A	24	20	N/A
Reading: 64%	Reading: 58%	Reading: 82%									
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 70%	Math: 62%	Math: 82%	Math: 63% Reading: 58%	94%	96%	100%	Math: 70% Reading: 68%	Intersession Only: 5-10 students	33	19	\$155.98
Reading: 65%	Reading: 56%	Reading: 81%									

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Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name: **William Marvin Bass Elementary**

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 59%	Math: 55%	Math: 68%	Math: 56%	94%	95%	92%	Math: 62%	N/A	112	49	N/A
Reading: 53%	Reading: 46%	Reading: 54%									
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 56%	Math: 52%	Math: 55%	Math: 53%	92%	96%	82%	Math: 60%	Intersession Only: 5-10 students	201	78	\$415.41
Reading: 56%	Reading: 51%	Reading: 55%									

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Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name:
Linkhorne Middle

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 69%	Math: 52%	Math: 88%	Math: 52% Reading: 90%	94%	96%	87%	Math: 71% Reading: 65%	N/A	793	228	N/A
Reading: 66%	Reading: 46%	Reading: 47%									
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 62%	Math: 44%	Math: 84%	Math: 45% Reading: 44%	92%	96%	82%	Math: 63% Reading: 61%	Intersession Only: 5-10 students	1348	282	\$77.14
Reading: 64%	Reading: 45%	Reading: 87%									

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Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name:
P.L.Dunbar Middle

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 72%	Math: 60%	Math: 90%	Math: 63%	93%	95%	80%	Math: 77%	N/A	938	235	N/A
Reading: 70%	Reading: 54%	Reading: 59%	Reading: 91%				Reading: 70%				
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 69%	Math: 56%	Math: 59%	Math: 87%	90%	96%	73%	Math: 73%	Intersession Only: 5-10 students	472	188	\$88.60
Reading: 71%	Reading: 55%	Reading: 92%	Reading: 59%				Reading: 70%				

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Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name:
Sandusky Middle

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 67%	Math: 61%	Math: 73%	Math: 64% Reading: 61%	92%	94%	84%	Math: 74% Reading: 67%	N/A	875	208	N/A
Reading: 66%	Reading: 57%	Reading: 76%									

2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 71%	Math: 66%	Math: 79%	Math: 68% Reading: 77%	73%	94%	89%	Math: 75% Reading: 67%	Intersession Only: 5-10 students	1445	226	\$88.01
Reading: 66%	Reading: 59%	Reading: 61%									

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
Lynchburg City Schools
 School Name: **E. C. Glass High School**

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 55%	Math: 40%	Math: 73%	Math: 42% Reading: 68%	94%	94%	87%	Math: 84% Reading: 68%	N/A	2673	580	N/A
Reading: 71%	Reading: 60%	Reading: 86%									
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 65%	Math: 49%	Math: 84%	Math: 52% Reading: 60%	92%	94%	83%	Math: 67% Reading: 57%	Intersession Only: 5-10 students	3047	661	\$60.33
Reading: 75%	Reading: 55%	Reading: 97%									

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Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
 Lynchburg City Schools
 School Name: Heritage
 High School

2014-2015 COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 63%	Math: 59%	Math: 68%	Math: 57%	94%	94%	94%	Math: 66%	N/A	1877	481	N/A
Reading: 76%	Reading: 68%	Reading: 90%	Reading: 70%				Reading: 73%				
2015-2016 INTERVENTION YEAR 1											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Black Students (N)	White Students (N)	Economically Disadvantaged Students (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Math: 66%	Math: 61%	Math: 73%	Math: 62%	92%	94%	84%	Math: 69%	Intersession Only: 5-10 students	1877	458	\$82.22
Reading: 83%	Reading: 75%	Reading: 93%	Reading: 78%				Reading: 88%				

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Expense Report

Please attach a detailed expense report by line item. **The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2015-2016				
20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)				
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.				
1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project.				
Include wages and contract or consultant staff costs in this section.				
			Source of Funds	
	Name of Individuals	Project Role	State	Local
BASS	Monica Hendricks	Principal	\$ -	\$ 2,730.77
	Bridget Hiller	Teacher	\$ 273.00	
	Ventia Clark	Teacher	\$ 273.00	
	Denise Sterne	Teacher	\$ 91.00	
	Gwendoyln Robinson	Teacher	\$ 546.00	
	Tami Simone	Teacher	\$ 312.00	
	Veronica Wayne	Teacher	\$ 273.00	
	Caitlyn Bowyer	Teacher	\$ 273.00	
	Anna Senger	Teacher	\$ 273.00	
	Tracie Tkacik	Teacher	\$ 273.00	



VIRGINIA DEPARTMENT OF EDUCATION

	Elise Quackenbos	Teacher	\$ 273.00	
	Catherine Godley	Teacher	\$ 273.00	
	Annie Davis	Teacher	\$ 97.50	
	Valerie Allen	Instructional Assistant	\$ 225.00	
	Nina Davis	Instructional Assistant	\$ 450.00	
	Shirley Cofflin	Instructional Assistant	\$ 225.00	
BHES	Faye James	Principal	\$ -	\$ 3,260.68
	Jennifer Mitchell	Teacher	\$ 390.00	
	Michelle Morgan	Teacher	\$ 975.00	
	Heather Rexrode	Teacher	\$ 390.00	
	Joni Turner	Teacher	\$ 390.00	
	Gilda Reichert	Teacher	\$ 585.00	
	Latoya Harris	Teacher	\$ 585.00	
	Anna Fairchild	Teacher	\$ 585.00	
	Chelsey Dews	Teacher	\$ 585.00	
	Michelle Dixon	Teacher	\$ 585.00	
	Richard Ferguson	Teacher	\$ 585.00	
	Mary Daniels	Teacher	\$ 585.00	
	Ashley Harris	Instructional Assistant	\$ 202.50	
	Beverly Nyden	Instructional Assistant	\$ 495.00	
	Amy Thompson	Instructional Assistant	\$ 202.50	
	Elizabeth Florio	Instructional Assistant	\$ 292.50	
	Jeff Lawrence	Instructional Assistant	\$ 195.00	
	Marvina Brown	Instructional Assistant	\$ 292.50	
	Beth Edwards	Secretary	\$ 202.50	
	Melissa Agnew	Secretary	\$ 300.00	
DESI	Dani Rule	Principal	\$ -	\$ 2,730.77
	Marisa Freeman	Teacher	\$ 351.00	
	Taylor Meade	Teacher	\$ 864.50	
	Brittany Willis	Teacher	\$ 351.00	



VIRGINIA DEPARTMENT OF EDUCATION

	Jaquelyn Waltmire	Teacher	\$ 351.00	
	Craig McNaughton	Teacher	\$ 487.50	
	Sarah Poole Coleman	Teacher	\$ 487.50	
	Victoria Wilson	Teacher	\$ 487.50	
	Tari Wainwright	Instructional Assistant	\$ 438.75	
	Terri Elazazy	Secretary	\$ 390.00	
HEL C	Polly Smith	Principal	\$ -	\$ 2,730.77
	Yasmine Valadez	Teacher	\$ 442.00	
	Brittany Fields	Teacher	\$ 435.50	
	Lauri Squire	Teacher	\$ 507.00	
	Kristin Porterfield	Teacher	\$ 520.00	
	Jane Ruehle	Teacher	\$ 507.00	
	Angela LaFon	Teacher	\$ 442.00	
	Kim Arnold	Instructional Assistant	\$ 236.25	
	Lindsey Salyers	Instructional Assistant	\$ 225.00	
	Nathaly Rogers	Instructional Assistant	\$ 225.00	
	Nan Dugger	Secretary	\$ 277.50	
HES	Sharon Anderson	Principal	\$ -	\$ 3,260.68
	Gail Young	Teacher	\$ 858.00	
	Vernessa Harvey	Teacher	\$ 390.00	
	Katherine Ballentine	Teacher	\$ 858.00	
	Desiree Coulter	Teacher	\$ 377.00	
	Rachel Ratner	Teacher	\$ 383.50	
	Sandra Schaack	Teacher	\$ 871.00	
	Wendy Ozmar	Teacher	\$ 819.00	
	Amy Stone	Teacher	\$ 858.00	
	Dawn Shreeve	Teacher	\$ 845.00	
	Lisa Forrest-Marshall	Teacher	\$ 468.00	
	Sherrie Wilson	Teacher	\$ 468.00	
	Courtney Cook	Teacher	\$ 461.50	



VIRGINIA DEPARTMENT OF EDUCATION

	Shannel Ring	Instructional Assistant	\$ 217.50	
	Michelle Short	Instructional Assistant	\$ 213.75	
	Selina Morgan	Instructional Assistant	\$ 206.25	
	Lisa Bowyer	Instructional Assistant	\$ 453.75	
	Colby Dixon	Instructional Assistant	\$ 225.00	
	Susan James	Instructional Assistant	\$ 240.00	
	Sharon Givens	Secretary	\$ 206.25	
	Darlene Walker	Secretary	\$ 266.25	
LES	Karen Dearden	Principal		\$ 2,730.77
	Melissa Hester	Teacher	\$ 1,040.00	
	Samantha Goetz	Teacher	\$ 1,040.00	
	Kristy Genung	Teacher	\$ 1,040.00	
	Rebecca Corsones	Teacher	\$ 520.00	
	Rachel Espinoza	Teacher	\$ 520.00	
	Hannah Spence	Teacher	\$ 520.00	
	Barbara Reid	Teacher	\$ 520.00	
	Staci Treadway	Teacher	\$ 520.00	
	Angela Reese	Teacher	\$ 520.00	
	Paige St. John	Teacher	\$ 520.00	
	Judy Thomas	Teacher	\$ 520.00	
	Leslie Simmons	Teacher	\$ 520.00	
	Karen Kohuth	Teacher	\$ 520.00	
	Laura Buschmann	Teacher	\$ 520.00	
	Tamika Hall	Instructional Assistant	\$ 288.75	
	Latasha Hubbard	Instructional Assistant	\$ 300.00	
	Emily Blakenship	Instructional Assistant	\$ 592.50	
	Jamie Glass	Instructional Assistant	\$ 303.75	
	Diane Stewart	Secretary	\$ 626.25	
PES	Karen Nelson	Principal	\$ -	\$ 2,983.99
	Annemarie Clingenpeel	Teacher	\$ 312.00	



VIRGINIA DEPARTMENT OF EDUCATION

	Robin Einreinhof	Teacher	\$ 312.00	
	Page Miller	Teacher	\$ 858.00	
	Lisa Smith	Teacher	\$ 312.00	
	Bethany Manwarren	Teacher	\$ 858.00	
	Ann Houck	Teacher	\$ 858.00	
	Kirstein Filiberto	Teacher	\$ 546.00	
	Allison West	Teacher	\$ 546.00	
	Madeline Reed	Teacher	\$ 546.00	
	Kay Vankuren	Teacher	\$ 546.00	
	Kimberly Phelps	Instructional Assistant	\$ 435.00	
	Lauren Tuma	Instructional Assistant	\$ 450.00	
	John Shannon	Instructional Assistant	\$ 270.00	
	Betty Brockwell	Secretary	\$ 532.50	
PMES	Donna Baer	Principal	\$ -	\$ 2,983.99
	Patricia Adams	Teacher	\$ 507.00	
	Elizabeth M. Cook	Teacher	\$ 1,092.00	
	Karyn Ellis	Teacher	\$ 507.00	
	Carla Fedeler	Teacher	\$ 234.00	
	Letitia Lowery	Teacher	\$ 1,092.00	
	Allison Kappler	Teacher	\$ 156.00	
	Lauren Maxwell	Teacher	\$ 507.00	
	Heather Bolling	Teacher	\$ 546.00	
	Jacqueline Campbell	Teacher	\$ 585.00	
	Ruth Anne McCarthy	Teacher	\$ 585.00	
	Heidi Oliver	Teacher	\$ 585.00	
	Elizabeth Rinckel	Teacher	\$ 585.00	
	Shelia Hughes	Instructional Assistant	\$ 585.00	
	Howard Scott III	Instructional Assistant	\$ 292.50	
	Elizabeth Huffman	Instructional Assistant	\$ 292.50	
	Mary Smith	Secretary	\$ 641.25	



VIRGINIA DEPARTMENT OF EDUCATION

RSP	John Blakely	Principal	\$ -	\$ 3,634.40
	Vivian Hackney	Teacher	\$ 975.00	
	Courtney Mayberry	Teacher	\$ 975.00	
	Angela Jones Revely	Teacher	\$ 390.00	
	Meghan Becker	Teacher	\$ 390.00	
	Robin Wood	Teacher	\$ 390.00	
	Tammy Heddings	Teacher	\$ 702.00	
	Kira Roberts	Teacher	\$ 702.00	
	Amy Wood	Teacher	\$ 390.00	
	Katharine Westhazelwood	Teacher	\$ 585.00	
	Frances Wheeler	Teacher	\$ 585.00	
	Sheree Britton	Teacher	\$ 585.00	
	Shelley Hoath	Teacher	\$ 331.50	
	William Swann	Teacher	\$ 312.00	
	Nicole Anderson	Teacher	\$ 585.00	
	Heather Johnson Watson	Teacher	\$ 585.00	
	Monica Bell	Instructional Assistant	\$ 225.00	
	Latoya Jones	Instructional Assistant	\$ 225.00	
	Vickie Waller	Instructional Assistant	\$ 225.00	
	Diane Stratton	Instructional Assistant	\$ 225.00	
	Lauren Hensley	Instructional Assistant	\$ 292.50	
	Tammy Marie Kinney	Instructional Assistant	\$ 292.50	
	Tone'Jah Knight	Instructional Assistant	\$ 195.00	
	Vickie Waller	Secretary	\$ 292.50	
	Nancy Hill	Secretary	\$ 225.00	
	April Scruggs	Intrepreter	\$ 923.27	
	Ruth Bryant	Intrepreter	\$ 128.31	
SES	Derrick Womack	Principal	-	\$ 2,897.07



VIRGINIA DEPARTMENT OF EDUCATION

	Anne Fanning	Teacher	\$ 897.00	
	Laurie Breeding	Teacher	\$ 351.00	
	Cindi Bowen	Teacher	\$ 175.50	
	Beverly Cole	Teacher	\$ 351.00	
	Brittany Sites	Teacher	\$ 624.00	
	McKinley Tucker	Teacher	\$ 175.50	
	Amanda Lokar	Teacher	\$ 819.00	
	Carolyn McCarron	Teacher	\$ 182.00	
	Laurie Roberston	Teacher	\$ 273.00	
	Sarah Rowland	Teacher	\$ 546.00	
	Alyson Sievers	Teacher	\$ 182.00	
	Catherine Straw	Teacher	\$ 182.00	
	Rebecca Summer	Teacher	\$ 546.00	
	Catherine Tucker	Teacher	\$ 546.00	
	Susie Wodke	Instructional Assistant	\$ 202.50	
	Karin Baker	Instructional Assistant	\$ 472.50	
	Vicky Mann	Instructional Assistant	\$ 270.00	
	Catherine Robertson	Secretary	\$ 202.50	
	Tabatha Carter	Secretary	\$ 270.00	
SHF	Lisa Lee	Principal	\$ -	\$ 2,730.77
	Teresa Avery	Teacher	\$ 858.00	
	Melissa Ferguson	Teacher	\$ 390.00	
	Danielle Herndon	Teacher	\$ 390.00	
	April Mattocks	Teacher	\$ 390.00	
	Jeffrey Matzdorff	Teacher	\$ 825.50	
	Tamera Perkins	Teacher	\$ 858.00	
	Rachel Rich	Teacher	\$ 390.00	
	Judy Trent	Teacher	\$ 390.00	
	Melinda Wheeler	Teacher	\$ 858.00	
	Janel Babcock	Teacher	\$ 468.00	



VIRGINIA DEPARTMENT OF EDUCATION

	Theresa J. Farley	Teacher	\$ 468.00	
	Carrie Lewis	Teacher	\$ 468.00	
	Susan Nolan	Teacher	\$ 468.00	
	Samuel Kerr	Teacher	\$ 455.00	
	Mary Finke	Teacher	\$ 468.00	
	Jamie Battistini	Instructional Assistant	\$ 450.00	
	Brenda Redwood	Instructional Assistant	\$ 450.00	
	Deborah Taylor	Instructional Assistant	\$ 450.00	
	Meliss Myers	Secretary	\$ 225.00	
	Linda Chicette	Secretary	\$ 225.00	
TCM	Amy Huskin	Principal	\$ -	\$ 2,812.69
	Katherine Hudson	Teacher	\$ 331.50	
	Ashley Johnson	Teacher	\$ 331.50	
	Angela Salerno	Teacher	\$ 331.50	
	Laura Ferrell	Teacher	\$ 390.00	
	Kelly Bivens	Teacher	\$ 461.50	
	Ashley Bright	Teacher	\$ 416.00	
	Christina Crawford	Teacher	\$ 357.50	
	Shawn Lipscomb	Teacher	\$ 416.00	
	Christie Wood	Teacher	\$ 416.00	
	Romona Davis	Instructional Assistant	\$ 191.25	
	Natisha Dews	Instructional Assistant	\$ 127.50	
	Wanda Mays	Instructional Assistant	\$ 195.00	
	Terra McGahan	Instructional Assistant	\$ 195.00	
	Darlene McDaniel	Secretary	\$ 431.25	
DMS	Kacey Crabbe	Principal	\$ -	\$ 2,897.07
	Jason Preston	Guidance Director	\$ -	\$ 1,880.77
	Jennie Howell	Teacher	\$ 312.00	
	Catherine Fowler	Teacher	\$ 312.00	
	Wesley Holden	Teacher	\$ 156.00	



VIRGINIA DEPARTMENT OF EDUCATION

	Catherine Bragg	Teacher	\$ 390.00	
	Stephanie Charte	Teacher	\$ 390.00	
	Brittany Clark-Slaughter	Teacher	\$ 390.00	
	Christine Dorman	Teacher	\$ 286.00	
	Maria Galeone	Teacher	\$ 390.00	
	Jennie Howell	Teacher	\$ 390.00	
	Contessa Johnson	Teacher	\$ 390.00	
	Gina Moore	Teacher	\$ 390.00	
	Annette Shortes	Teacher	\$ 390.00	
	Lila Walters	Teacher	\$ 390.00	
	Rodney Allen	Instructional Assistant	\$ 382.50	
	Wanda Cabler	Instructional Assistant	\$ 120.00	
	Travis Sandvig	Instructional Assistant	202.5	
	Michael Summers	Instructional Assistant	202.5	
	Karen Bell	Secretary	427.5	
LMS	Nancy Claudio	Principal	0	\$ 2,812.69
	Debra Fitzgerald	Guidance Director		\$ 2,112.51
	Eric Grossman	Teacher	\$ 390.00	
	Sandra Hartsough	Teacher	\$ 390.00	
	Wyndie Mayfield	Teacher	\$ 650.00	
	Elizabeth Short	Teacher	\$ 780.00	
	Brian Smith	Teacher	\$ 390.00	
	Patty Webb	Teacher	\$ 390.00	
	Ayanna Allen	Teacher	\$ 390.00	
	Sheri Bosta	Teacher	\$ 390.00	
	Mildred Crist	Teacher	\$ 390.00	
	Katherine Cyphert	Teacher	\$ 130.00	
	Meredith Humphreys	Teacher	\$ 390.00	
	Beverly Mewborn	Teacher	\$ 390.00	



VIRGINIA DEPARTMENT OF EDUCATION

	Brenda Murphy	Teacher	\$ 390.00	
	Catherine Selzler	Teacher	\$ 260.00	
	Kimberly Stauffer	Teacher	\$ 390.00	
	Heather Strubhar	Teacher	\$ 390.00	
	Aaron Humphrey	Instructional Assistant	\$ 180.00	
	Taunya Bryant	Instructional Assistant	\$ 371.25	
	Sandra Cook	Instructional Assistant	\$ 382.50	
	Pandora Johnson	Instructional Assistant	\$ 371.25	
	Kristen Leclerc	Instructional Assistant	\$ 180.00	
	Jessenia Bustamante	Secretary	\$ 195.00	
	Ruth Bryant	Intrepreter	\$ 311.61	
SMS	Leverne Marshall	Principal	\$ -	\$ 3,977.08
	Rebekah Melton	Guidance Director	\$ -	\$ 1,937.00
	Javera Bolden	Teacher	\$ 422.50	
	Julia Haley	Teacher	\$ 793.00	
	Bette-Jeanne Moodie	Teacher	\$ 780.00	
	Gretchen Morgan	Teacher	\$ 812.50	
	Megan Robertson	Teacher	\$ 793.00	
	Stacy Sterne	Teacher	\$ 812.50	
	Connie Ellison	Teacher	\$ 390.00	
	Kimberly Mazwell	Teacher	\$ 390.00	
	Sheridan Jamerson	Instructional Assistant	\$ 487.50	
	Shauntel McDaniel	Instructional Assistant	\$ 236.25	
	Janet Higgins	Instructional Assistant	\$ 236.25	
	Valerie Anderson	Instructional Assistant	\$ 240.00	
	Michelle Wooldridge	Secretary	\$ 285.00	
	Janey Higgins	Secretary	\$ 247.50	
ECG	Tracy Richardson	Principal	\$ -	\$ 3,973.84
	Janet Reynolds	Guidance Director	\$ -	\$ 2,149.52
	Paul Arslain	Teacher	\$ 689.00	



	Rebecca Thornton	Teacher	\$ 923.00	
	Jaimie Wommack	Teacher	\$ 396.50	
	Emily Scott	Teacher	\$ 97.50	
	Megan Graves	Teacher	\$ 234.00	
	Amy Wolk	Teacher	\$ 390.00	
	Jamar Lovelace	Teacher	\$ 318.50	
	Christopher Gardner	Teacher	\$ 234.00	
	Linda Harding	Teacher	\$ 312.00	
	Demetra Payne	Teacher	\$ 312.00	
	Lee Marshall	Teacher	\$ 546.00	
	Hugh Daughtrey	Teacher	\$ 312.00	
	Christine Guske	Teacher	\$ 286.00	
	Jamie Womack	Teacher	\$ 312.00	
	Sarah Gray	Teacher	\$ 286.00	
	Shelby Wambold	Teacher	\$ 390.00	
	Aaron Reid	Teacher	\$ 130.00	
	Deena Berman	Teacher	\$ 546.00	
	Tyler Zinck	Instructional Assistant	\$ 180.00	
	Christopher Higgins	Instructional Assistant	\$ 180.00	
	Karen Bucklew	Secretary	\$ 570.00	
HHS	Tim Beatty	Principal	\$ -	\$ 3,745.72
	Lakisha Kidd	Guidance Director	\$ -	\$ 1,778.89
	Lauren Rosser	Teacher	\$ 351.00	
	Blythe Lavender	Teacher	\$ 312.00	
	Michele Wisskirchen	Teacher	\$ 136.50	
	Margaret Smith	Teacher	\$ 546.00	
	Tina Smith	Teacher	\$ 312.00	
	Bette Jeanne Moodie	Teacher	\$ 143.00	
	Thomas Concannon	Teacher	\$ 208.00	
	Robert Heath	Teacher	\$ 247.00	



	Stephanie Campbell	Teacher	\$ 286.00	
	Christina Perdue	Teacher	\$ 312.00	
	Savannah Layne	Teacher	\$ 208.00	
	Matt Tiller	Teacher	\$ 234.00	
	Kimberly Gafford	Teacher	\$ 162.50	
	Donald Alexander	Instructional Assistant	\$ 60.00	
	HHS After School Credit Recovery			
	Lauren Rosser	Teacher	\$ 2,119.00	
	Robert Heath	Teacher	\$ 1,118.00	
	Blythe Lavender	Teacher	\$ 572.00	
	Kayla Eshleman	Teacher	\$ 403.00	
	Wendy Yates	Teacher	\$ 468.00	
	Rhonda Chisholm	Teacher	\$ 2,566.75	
	Laurie George	Teacher	\$ 754.00	
	Duane Morgan	Teacher	\$ 2,249.00	
	Mathew Tiller	Teacher	\$ 806.00	
	Margaret Smith	Teacher	\$ 988.00	
	Jenny Ferrel	Teacher	\$ 416.00	
	Savannah Layne	Teacher	\$ 130.00	
	Tina Smith	Teacher	\$ 104.00	
	Robin Wood	Teacher	\$ 130.00	
	Stephanie Campbell	Teacher	\$ 78.00	
	Bonita Roberts	Teacher	\$ 468.00	
	Alex Drumheller	Teacher	\$ 416.00	
	John Earich	Teacher	\$ 260.00	
	Kelly Edwards	Teacher	\$ 182.00	
	Catherine Glass	Teacher	\$ 260.00	
	Jeff Tomlin	Teacher	\$ 104.00	
	Bette Jeanne Moodie	Teacher	\$ 26.00	



VIRGINIA DEPARTMENT OF EDUCATION

HHS Senior Intensive				
	Lauren Rosser	Teacher	\$ 1,053.00	
FTHILL	Cathy Viar	Director		\$ 3,253.85
ADMIN	Sarah Campbell	Coordinator Extended Learning Time		\$ 12,568.65
Elementary Summer School				
	Michelle Gornick	Teacher	\$ 468.00	
	Santina Knight	Teacher	\$ 468.00	
	Amy Stone	Teacher	\$ 468.00	
	Kay Vankuren	Teacher	\$ 468.00	
	Britney Thompson	Teacher	\$ 403.00	
	Sidney Carmichael	Teacher	\$ 468.00	
	Lula Elliott	Teacher	\$ 117.00	
	Lauren Paxton	Teacher	\$ 468.00	
	Irene Kalder	Teacher	\$ 468.00	
	Miranda Shore	Teacher	\$ 468.00	
	Ann Houck	Teacher	\$ 468.00	
	Sara Mayes	Teacher	\$ 468.00	
	Angela Revely	Teacher	\$ 468.00	
	Melissa Fox	Teacher	\$ 468.00	
	Madeline Reed	Teacher	\$ 468.00	
	Taylor Meade	Teacher	\$ 468.00	
	Cameron Mason	Teacher	\$ 559.00	
	Jeanette Davis	Teacher	\$ 468.00	
	Lisa Paxton	Teacher	\$ 468.00	
	Page Miller	Teacher	\$ 468.00	
	Mackenzie Cole	Teacher	\$ 468.00	
	Kallie Holdren	Teacher	\$ 468.00	



VIRGINIA DEPARTMENT OF EDUCATION

	Janet Bates	Teacher	\$ 468.00	
	Catherine Hazen	Teacher	\$ 468.00	
	Lloliza Marshall	Teacher	\$ 325.00	
	Kristen McCann	Instructional Assistant	\$ 240.00	
	Tammy Geldmaker	Instructional Assistant	\$ 240.00	
	Kimberly Arnold	Instructional Assistant	\$ 240.00	
	Ronald Green	Instructional Assistant	\$ 240.00	
	Melissa Witcher	Secretary	\$ 300.00	
Middle School Summer School				
	Terry Bright	Teacher	\$ 468.00	
	Melissa Martin	Teacher	\$ 468.00	
	Laurie Beth Matthews	Teacher	\$ 468.00	
	Wyndie Mayfield	Teacher	\$ 468.00	
	Jocelyn Shoge	Teacher	\$ 468.00	
	Stacy Sterne	Teacher	\$ 819.00	
	Stephanie Charte	Teacher	\$ 585.00	
	Karen Bell	Secretary	\$ 300.00	
	George Highsmith	Instructional Assistant	\$ 240.00	
	Rosa Jefferson	Instructional Assistant	\$ 240.00	
	Jessenia Bustamante	Instructional Assistant	\$ 240.00	
PETAL Summer School				
	Julie Barger	Teacher	\$ 474.50	
	Nicole Buckhalt	Teacher	\$ 474.50	
	Laura Buschmann	Teacher	\$ 474.50	
	Anna Evans	Teacher	\$ 474.50	
	Vernessa Harvey	Teacher	\$ 474.50	
	Lynne Kratochvil	Teacher	\$ 312.00	
	Kelsey Mabes	Teacher	\$ 474.50	
	Rachel Robinson	Teacher	\$ 474.50	
	Jessica Sims	Teacher	\$ 474.50	



VIRGINIA DEPARTMENT OF EDUCATION

	Judy Thomas	Teacher	\$ 474.50	
	Christine Pawlas	Teacher	\$ 474.50	
	Shante Figgatt	Teacher	\$ 474.50	
	Briana Starks	Instructional Assistant	\$ 240.00	
	Diane Stewart	Instructional Assistant	\$ 240.00	
	Queen Ward	Instructional Assistant	\$ 240.00	
	Romona Davis	Instructional Assistant	\$ 240.00	
	Diane Stratton	Secretary	\$ 300.00	
TOTAL PERSONNEL COSTS			\$ 163,134.19	\$ 78,574.94
2000 Employee Benefits - Please list the amount of employee benefits charged to the project				
			Source of Funds	
			State	Local
	Employee Benefits		\$ 12,449.01	
TOTAL EMPLOYEE BENEFITS			\$ 12,449.01	\$ -
3000 Purchased/Contractual Services - Include wages and contract or consultant staff costs				
			Source of Funds	
			State	Local
	N/A		\$ -	\$ -
TOTAL PURCHASED/CONTRACTUAL SERVICES			\$ -	\$ -



4000 Internal Services				
			Source of Funds	
			State	Local
	EC Glass	Oct Intersession	\$ 1,100.07	
	Heritage High	Oct Intersession	\$ 1,199.76	
	Dunbar	Oct Intersession	\$ 1,059.09	
	Linkhorne Middle	Oct Intersession	\$ 1,272.48	
	Sandusky Middle	Oct Intersession	\$ 1,203.45	
	Bedford Hills	Oct Intersession	\$ 1,105.92	
	Dearington Elem	Oct Intersession	\$ 1,041.11	
	Hutcherson Early Learning	F Market	\$ 79.74	
	Heritage Elem	Oct Intersession	\$ 1,037.19	
	Heritage Elem - Sped	Oct Intersession	\$ 602.25	
	Linkhorne Elem	Oct Intersession	\$ 1,085.42	
	Paul Munro Elem	Oct Intersession	\$ 1,164.09	
	Perrymont Elem	Oct Intersession	\$ 865.65	
	RS Payne Elem	Oct Intersession	\$ 930.39	
	Sandusky Elem	Oct Intersession	\$ 910.58	
	Sheffield Elem	Oct Intersession	\$ 1,074.15	
	TC Miller Elem	Oct Intersession	\$ 1,137.46	
	EC Glass	Feb Intersession	\$ 1,778.82	
	Heritage High	Feb Intersession	\$ 1,049.94	
	Dunbar	Feb Intersession	\$ 1,303.77	
	Linkhorne Middle	Feb Intersession	\$ 849.90	
	Sandusky Middle	Feb Intersession	\$ 1,025.97	
	Bass Elem	Feb Intersession	\$ 1,858.80	



VIRGINIA DEPARTMENT OF EDUCATION

	Bedford Hills	Feb Intersession	\$ 699.78	
	Dearington Elem	Feb Intersession	\$ 879.90	
	Hutcherson Early Learning	Feb Intersession	\$ 1,144.23	
	Heritage Elem	Feb Intersession	\$ 889.14	
	Linkhorne Elem	Feb Intersession	\$ 715.08	
	Paul Munro Elem	Feb Intersession	\$ 624.42	
	Perrymont Elem	Feb Intersession	\$ 638.46	
	RS Payne Elem	Feb Intersession	\$ 818.64	
	Sandusky Elem	Feb Intersession	\$ 921.90	
	Sheffield Elem	Feb Intersession	\$ 1,004.61	
	TC Miller Elem	Feb Intersession	\$ 904.44	
	Elementary Summer School Transportation		\$ 6,414.72	
	Secondary Summer School Transportation		\$ 5,950.04	
	TOTAL INTERNAL SERVICES		\$ 46,341.36	\$ -
	5000 Other Services			
			Source of Funds	
			State	Local
	Student Tuition Support (19 courses @ \$75 course)		\$1,425.00	
	TOTAL OTHER SERVICES		\$ 1,425.00	\$ -
	6000 Materials and Supplies - List all supplies, materials, and services charged to the project			
			Source of Funds	



			State	Local
Elem Summer School	Stamps for parent letters for summer school information	117.50		
	Dry Erase markers, paper clips, crayons, binders, labels, Sheet protectors, pens	113.54		
	post-it easel pad	33.49		
	TOTAL		264.53	
MS Summer School	notebooks, folders, pencils, paper, pens, envelopes,	102.95		
	TOTAL		102.95	
DESI	paint, brushes, markers, toothpicks, tape, sharpies,	78.88		
	Poster board, display boards, salt			
	strawberry cake, ice cream	25.86		
	TOTAL		104.74	
SHF	Sight Words, First Grade Math Unit 1	23		
	Americans Task Cards, Native American Context clues	9.5		
	tast cards, anchor chart and quiz			



	TOTAL		32.5	
HELIC	Books, Don't Forget the Baxon, Bunny Cakes, 10 items or Less	84.08		
	TOTAL		84.08	
TCM	Astrobrights Cardstock, pasper, pencil sharpie, dry erase markers, flashcards, candy, post its, storage boxes	91.67		
	TOTAL		91.67	
TOTAL MATERIALS AND SUPPLIES			\$ 680.47	\$ -
			State	Local
TOTAL PROJECT EXPENSES			\$ 224,030.03	\$ 78,574.94



Manassas Park City Public Schools

Extended School Year Start-Up Grant

Final Report

Submitted For: Manassas Park City Schools

Submitted by: Eric W. Neff

August 31, 2016



1. Executive Summary

Manassas Park City Schools (MPCS) is a unique school division in Northern Virginia. The division is smaller than most divisions in Region IV, but comparisons in Washington Area Boards of Education (WABE) annual reports show that it has some of the highest percentages of ELL, socio-economically disadvantaged, and special education populations. This combination presents specific challenges.

MPCS prides itself on providing quality instruction to all students. However, recent SOL test results were not of the caliber expected or accepted by administration. Particularly concerning were the decline in scores in light of the remediation efforts in place across the division. The division has acknowledged that a change in teaching and learning must occur.

Analysis of the SOL and other data indicates that the division must operate differently to meet the needs of all students, but in particular several sub-groups. The JLARC study published on Year-Round Schools suggests a very viable opportunity for MPCS to provide a positive impact on teaching and learning.

With that in mind, representatives from the schools and the community visited several school division in Virginia that were either in the planning or implementation stages of a year round model. Numerous discussions occurred with our stakeholders from September 2014 through February 2015. A calendar committee was directed to build the 2015-16 academic calendar with two one-week intersessions.

Intersessions were strategically placed at the end of the first and third nine weeks in an attempt to provide targeted interventions for students that are struggling with the basic foundational skills. Engaging enrichment opportunities were also be offered to all students. Transportation and meals were provided for all students.

2. Comprehensive Description of Extended Year Project

Manassas Park City Schools – All four schools are participating in this project.

Cougar Elementary School (Grades K-2)

9330 Brandon Street

Manassas Park, VA 20111



Manassas Park Elementary School (Grades 3-5)
9298 Cougar Court
Manassas Park, VA 20111

Manassas Park Middle School (Grades 6-8)
8202 Euclid Avenue
Manassas Park, VA 20111

Manassas Park High School (Grades 9-12)
8200 Euclid Avenue
Manassas Park, VA 20111

Name and Contact Information for the Grant Coordinator

Eric Neff
Deputy Superintendent
eric.neff@mpark.net
703-335-8859

Lisa Wolf
Division Intersession Coordinator
lisa.wolf@mpark.net
703-368-2032

Estimated Student Enrollment, Including Projected Demographic Information

Manassas Park is an independent jurisdiction in Northern Virginia, approximately 30 miles southwest of Washington DC. The 2.5 square mile town of Manassas Park borders the much larger jurisdictions of Prince William County and the City of Manassas.

The school division of just over 3,400 students has a race/ethnicity breakdown of:

Race/Ethnicity	<u>City</u>	<u>Schools</u>
White	40.3%	25%
Black	14.8%	10%
Hispanic	34.6%	54%
Asian	9.2%	7%

Providing the necessary interventions and support services for special populations can be challenging for a smaller school division with more limited resources. Three sub-groups of concern are Socio-Economically Disadvantaged, ELL, and Special Education.



The largest of these three groups, Socio-Economically Disadvantaged, has risen to over 60% based on Free and Reduced Meal Eligibility Applications.

Meeting SOL and on-time graduation targets can be a challenge for English Language Learners. MPCS has 33% of the student population receiving services at Level 1 or Level 2.

Special Education Students continue to struggle to meet SOL targets. While only 12% of the overall population, there is a great variety of needs within this sub-group.

Description of Program

All four schools in Manassas Park City Schools participated in the extended school year grant. Students in Manassas Park City Schools attended school for 176 instructional days during the 2015-16 academic year. 10 additional days were built into the calendar as intersession days. Those 10 days consisted of enrichment and remedial experiences for students and attendance was optional. Total instructional time for elementary and secondary students was 6 hours and 45 minutes each day.



3. Descriptions of barriers, facilitators, planning, and logistics

Many pieces came together to facilitate the successful implementation of our calendar change and intersession program. The school board and our community were generally very supportive of the change. School board members actively worked with division administration to reach out to the community and have the sometimes challenging conversations about what is best for our students and how we can be innovative in our approach to creating that learning environment for them. With this proactive approach the division was able to engage the community in this new program and also strengthen our partnerships with a variety of community agencies. Some of the many connections fostered during the intersession program were with the Manassas Park Community Center, police and fire departments, The Red Cross, and History Alive.

As our division worked to make this change successful there were several challenges that had to be overcome. Our intersession team consisted of some of the best teacher leaders in the division. They are dedicated to the program's success. Unfortunately, their work on the intersession program is a secondary job in their role in the division. Putting on a high quality program requires many additional hours on the part of the coordinators. The significant addition to their workload, at times, made it difficult to give their full attention to their teaching and program development at the same time. As the program moves forward, the division is likely to experience high turnover in our coordinator team and the benefits/challenges associated with it.

Another challenge the division dealt with in our first year of this program came from a very vocal minority of teachers and community members unhappy with the change in calendar and addition of the intersession weeks to the school year. Through a series of community round tables and discussions with staff the division worked to include all voices in our planning process. Within the community we found that the more information we could proactively share with our stakeholders their support of the intersession program and calendar change increased. Staff buy in was more difficult to address, particularly with our Fall Intersession in October needing to be planned and ready to go so close to the beginning of the school year. Even with these challenges our first intersession week proved to be a success and the experience brought around many of the skeptics on our faculty.

Other than an increase in the cost of transportation because of the increase in total number of days, transportation was a non-issue for the division. This is because all four of our schools participated in the extended school year initiative. Other support services such as school nurses, instructional assistants, and food services personnel saw increased cost for the division. Employees in each of those areas received an additional ten days of compensation because of the two intersession weeks.



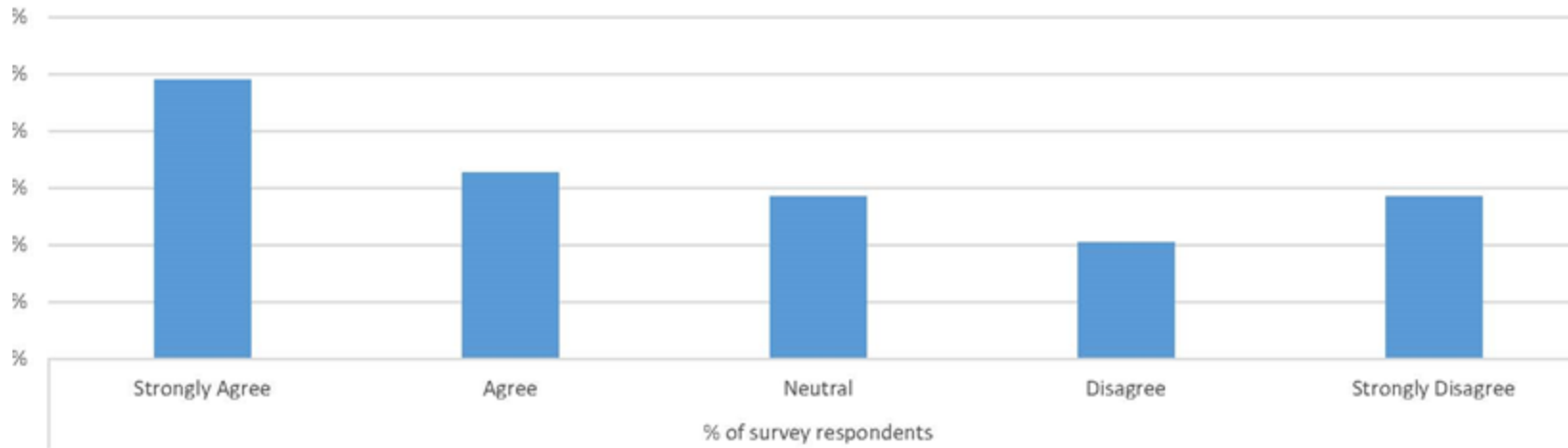
This change also aligned well with other initiatives in the division, like our digital conversation and new approaches to professional development. The intersession weeks provided a flexible professional development schedule for teachers and staff. A variety of face-to-face and online sessions were offered for teachers to personalize their PD experience. In addition to the formal professional development, faculty used the freedom in the schedule to work collaboratively with grade level and vertical teams. Another powerful growth opportunity for our staff came in the unique planning for the intersession activities. Just as students were able to reengage with the classroom through interests sparked during intersession, teachers experienced similar rejuvenation in this break from the regular school year and creating learning opportunities around their passions.

4. Description of Changes in Teacher/Parent Satisfaction

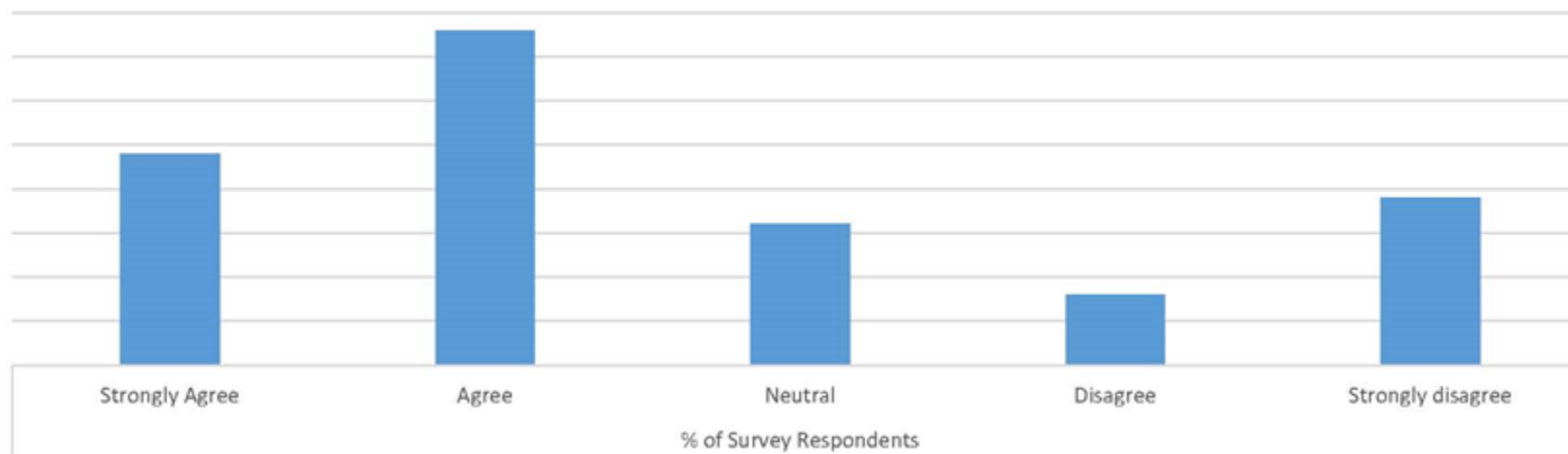
At the end of each intersession, a survey was conducted by the division in an effort to determine community satisfaction with the intersessions. Students that participated in the intersessions completed surveys at the conclusion of each week. Parents were contacted via email and through our mass communications system Alert Solutions to visit our website to complete the surveys. Surveys were available in English and Spanish. Below is the feedback that we received from these surveys.



Overall, I was pleased with the Spring Intersession



Overall, I was pleased with the Fall Intersession.





Since attendance at intersessions was optional, we thought it would be a good way to measure student interest. While disappointed with the overall numbers for the division, we strongly believe that opportunities were offered to meet a variety of student interest and needs. We will continue to offer intersession week as a voluntary experience, however we have made a number of changes to the processes in hopes of seeing an increase in attendance for the 2016-17 school year.

School	Average Attendance Fall	Average Attendance Spring	Delta
CES	79%	77%	-2%
MPES	78%	78%	0%
MPMS	45%	37%	-8%
MPHS	23%	26%	+3%
Division	54%	53%	-1%

Data on Impact of Extended Year Project

All four schools participated in this project, therefore data totals are for the division and not individual school.

5A. The metric used to observe and track student achievement across all students and subgroups was obtained from the Virginia Department of Education School Report Card for Manassas Park City Schools. The reading pass rate for Manassas Park Elementary School remained flat at 65% for 2014-15 and 2015-16. Student achievement by subgroups showed little change either direction. Math scores at Manassas Park Elementary School decreased by 4% for all students with all subgroups dropping between 4-7%.

Manassas Park Middle School achieved a 74% pass rate in reading during the 2014-15 and 2015-16 school year. Subgroups showed a mix bag with two of the three groups improving by 1% and the third group decreasing by 1%. Math scores at MPMS decreased by 4% for all students with all subgroups decreasing by 4-5%.

Manassas Park High School achieved an 85% pass rate in reading for the 2014-15 and 2015-16 school year. All three subgroups improved by 4%. Math scores showed the largest gains. Scores for all students increased from 59-75%. All three subgroups saw an increase by 12-16%.

5B. The metric used to track teacher attendance was the Aesop online navigator tool which allows Manassas Park City Schools to track daily attendance by building and position. Division employees must log in to the system to request a sick day or personal day. During the 2015-16 school year, staff used an additional 136 sick/personal days. This number is somewhat higher however because the division also added an additional 14 teaching positions to the budget. During the 2014-15 school year the teaching staff missed an average of 8.51 instructional days for sick or personal leave (95.2%). During the 2015-16 school year, staff missed an average of 8.99 instructional days for sick or personal leave (94.8%). Daily attendance rates for teachers at each school was not available. Teacher retention was measured by head count reports by teacher classification. Manassas Park City Schools had 48 separations during the 2014-15 school year. The turnover rate was approximately 24%. Individual school retention rates were unavailable for 2014-15. We anticipated a little higher turnover rate during that year because of the move from the traditional post-Labor Day start to school beginning on August 17. For the 2015-16 school year MPCS experienced 40 separations which put us at a 15.7% turnover rate. It should be noted that the division had 10 retirees, many of which took advantage of an early retirement incentive opportunity. An additional 10 teachers were performance managed out of the system.

5C. The metric used to collect the student attendance is from the End of the Year Student Data Record Collection that was submitted to the Virginia Department of Education. Data



showed average student attendance at 96% as a division for the 2014-15 and 2015-16 school years.

Average class size was determined based on total number of student enrollment divided by certified staff. This information was provided by the Director of Assessment for MPCS. K-5, student to teacher ratios were 15.3:1 during 2014-15 and 13.9:1 during the 2015-16 school year at the elementary campus. At Manassas Park Middle schools student to teacher ratios were 15.7:1 during 2014-15 and 15:1 during the 2015-16 school year. Manassas Park High School had a 16.6:1 student to teacher ratio during 2014-15 and a 15.7:1 ratio during the 2015-16 school year.

The metric used to collect student behavior is from the Discipline, Crime and Violence Record Collection that was submitted to the Virginia Department of Education. Data for the division showed 66 incidents involving 77 students in 2014-15 and 68 incidents involving 81 students during the 2015-16 school year. These were division numbers. Individual school incident data was unavailable.

5D The Metric used to determine academic cost per pupil is information submitted for the Washington Area Boards of Education report. The report shows per pupil expenditure of \$10,836 for 2014-15 and \$11,142 per pupil for 2015-16. The WABE report compares ten school divisions in the Northern Virginia and Maryland and enables these divisions to learn about each other by reporting comparable information in a standardized format. Information for the report is provided by the Director of Finance for Manassas Park City Schools.

Efforts to Sustain Extended Year Project

The administration has discussed numerous potential avenues to sustain the extended year model at each of our schools after the grant funding ends. Approximately \$180,000 of the \$300,000 grant funding is earmarked for salaries and benefits. Material and supplies purchase makes up about \$90,000 of the grant. Discussion amongst administrators is around the movement of resources from one area to another to offset the loss of grant funding. Some topics that have been discussed include a shorter summer school, reducing after school remediation during the school year so as to decrease stipend payments for staff, and reducing spending on materials and supplies. We have also discussed operating intersessions without instructional assistants. Each of these efforts would result in savings and has been subject of discussion. Sustainability beyond grant funding will be a topic of discussion for division administration, building coordinators, and the school board during the 2016-17 school year.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
 Manassas Park City
 School Name: Cougar
 & Manassas Park
 Elementary
 K-2 & 3-5
 combined

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Reading 65%	Black 65%	Hispanic 58%	Ec. Disad 58%								
Math 71%	71%	66%	66%	95.2%	96%	Unavail	97.7%	15.3:1	Unavail	Unavail	10,836
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Reading 65%	Black 57%	Hispanic 61%	Ec. Disad 58%								
Math 67%	64%	62%	60%	94.8%	96%	86%	98.1%	13.9:1	Unavail	Unavail	11,142

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
 Manassas Park City
 School Name:
 Manassas Park Middle
 School

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Reading 74%	Black 80%	Hispanic 67%	Ec. Disadv 64%								
Math 93%	95%	89%	90%	95.2%	96%	Unavail	99.6%	15.7:1	Unavail	Unavail	10,836
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Reading 74%	Black 81%	Hispanic 66%	Ec. Disadv 65%								
Math 89%	91%	85%	85%	94.8%	96%	95%	100%	15.1:1	Unavail	Unavail	11,142

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.



Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:
 Manassas Park City
 School Name:
 Manassas Park High
 School

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Reading 85%	Black 77%	Hispanic 79%	Ec. Disadv 75%								
Math 59%	63%	56%	54%	95.2%	96%	Unavail	88.2%	16.6:1	Unavail	Unavail	10,836
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
Reading 85%	Black 81%	Hispanic 83%	Ec. Disadv 79%								
Math 75%	75%	70%	70%	94.8%	96%	80%	90.7%	15.7:1	Unavail	Unavail	11,142

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each** school.



Below is the revised budget prepared during the 2015-16 school year as well as the actual ending budget. This report was prepared by the Director of Finance for Manassas Park City Schools.

		Revised Budget to State				
		1000	2000			
	Salary	BENEFITS	State Funds	Local Match	TOTAL SPEND	
Transportation						
Nursing						
Aides						
Subtotal	141,148.69	10,797.87	151,946.56	30,389.31	182,335.87	
Stipends	18,685.00	1,429.40	20,114.40	4,022.88	19,885.24	
Food Services	=	<u>7,383.33</u>	<u>7,383.33</u>	<u>1,476.67</u>	<u>8,860.00</u>	
SALARIES & BENEFITS	159,833.69	19,610.60	179,444.29	35,888.86	211,081.11	
3000 Contract Services			5,000.00	1,000.00	6,000.00	
5000 Transportation			30,000.00	6,000.00	36,000.00	
6000 Materials & Supplies			85,555.71	17,111.14	102,666.85	
TOTAL			300,000.00	60,000.00	355,747.96	



VIRGINIA DEPARTMENT OF EDUCATION

Actual Expenditures

1000 2000

		Salary	BENEFITS	TOTAL SPEND	State Funds	Local Match	
Transportation							
Nursing							
Aides							
Subtotal		141,684.60	35,656.41	177,341.01	147,784.18	29,556.83	
Stipends		18,500.00	1,395.20	19,895.20	16,579.33	3,315.87	
Food Services		=	=	=	=	=	<i>Did not include since covered in other grant</i>
SALARIES & BENEFITS		160,184.60	37,051.61	197,236.21	164,363.51	32,872.70	
3000 Contract Services				7,789.50	6,491.25	1,298.25	
5000 Transportation				40,111.87	33,426.56	6,685.31	
6000 Materials & Supplies				119,484.61	99,570.51	19,914.10	
TOTAL				364,622.19	303,851.83	60,770.36	
						20%	
					300,000.00	60,000.00	TARGET
					3,851.83	770.36	Variance

Listed all benefits except medical

Information Required for VDOE Extended Learning Grant Report

September 1, 2016

Newport News Public Schools

List of State Testing Identifiers (STI) for all students served by your program

- Provided to VDOE August 22.

Teacher attendance - data that indicates the attendance rate (number of days present divided by number of instructional days) of teachers through the duration of the YRS or ESY program for the intervention year and the prior, comparison year

- This information is being calculated and will be provided as soon as possible.

Teacher retention - data that indicates whether or not the teachers who taught in the program returned to teach in the division after providing instruction in the year-round or extended year program for the intervention year and the prior, comparison year

- This information is being calculated and will be provided as soon as possible.

Average class size - data that indicates the size of the classes that participated in the year-round or extended school year program for the intervention year and the prior, comparison year.

- The average class size across the program was 15.3
- There is no prior comparison year.
- This does not take into account the number of adults from community organizations who were present with teachers either in the classroom or at their location (such as a museum) who provided enrichment during the afternoon portion of the program.

Student behavior – counts of discipline incidents, offenses, and sanctions (short-term suspensions, long-term suspensions, and expulsions) for students who participated in the year-round or extended school year program for the intervention year and the prior, comparison year.

- **Total Suspensions by School**
 - In-School
 - Short-term
 - Long-term

There is no prior comparison year.

Below are the totals for all discipline events at the three schools:

School	2I In-School Suspension	2IS In-School Suspension	3 Suspension 1-5 Days	4 Suspension 6-10 Days	5 Suspension 10 Days with Contract	6 Long Term Suspension	Grand Total
Jenkins Elementary	1	1	37	1	0	0	40
Newsome Park Elementary	7	1	113	11	3	1	136
Sedgefield Elementary	0	0	185	5	0	1	191
Grand Total	8	2	335	17	3	2	367

- **Number of unique individuals with suspensions at each school**
 - Students who appear in the in-school group did not have any out-of-school suspensions.
 - If a student had both in-school and out-of-school he/she is counted in the out-of-school group.

School	In-School	Out-of-School	Total
Jenkins Elementary	2	18	20
Newsome Park Elementary	6	38	44
Sedgefield Elementary	0	44	44
Grand Total	8	100	108

Per pupil cost - The cost per pupil encompasses grant costs plus any division resources applied to the implementation of the YR or ESY grant program. If your program took place at multiple schools, please break out the total ESY and YR grant and division costs to produce a per pupil cost per school.

Program	Per-pupil cost*
Saturday Enrichment	\$587.12
Summer Enrichment	\$799.13

At this point the grant is still operating through October 8, 2016, with a Fall Jump Start program. Once finalized, these figures will be updated.

Petersburg City Public Schools

1. Executive Summary

On November 6, 2013 Petersburg City Public School's School Board approved implementing Year Round Schools (YRS) for A.P. Hill Elementary and Peabody Middle schools because traditional methods had not improved student outcomes. On March 27, 2014 the State Board of Education approved the Labor Day Waiver to start the Year round Schools before Labor Day.

Data received from both schools indicate the need for increased learning time. The twenty additional days in intersession periods will aid in learning retention during the summer while allowing remediation and enrichment activities to occur during the academic school year rather than in the summer when areas of student need are usually addressed.

2. Comprehensive Project Description

E. The name and address of the school division, participating schools, and grant coordinator contact information.

Petersburg City Public Schools

A.P. Hill Elementary School
1450 Talley Avenue
Petersburg, VA 23803

Peabody Middle School
725 Wesley Street
Petersburg, VA 23803

April Blunt
Director of State and Federal Programs
Email: apblunt@petersburg.k12.va.us
Phone: (804) 862-7089 Ext: 3

The identified schools have operated on a 180-day calendar with twenty additional days for intersession. The required intersessions provide students with opportunities for enrichment, advancement, and remediation. The school year begins in August with scheduled intersessions in October, January, and March. The 2016-2017 school year marks the third year of implementation of YRS. The 2016-2017 YRS calendar was approved by the school board on May 4, 2016. See Appendix A – YRS calendar.

A.P. Hill Elementary School is a fully accredited Title I school that serves students from grades K-5. A.P. Hill provides services to a student population of 464 students including 327 students identified as economically disadvantaged, 12 students identified with Limited English Proficiency (LEP), 61 students identified with at least one

disability, and 451 African American students. The regular hours of instruction begin at 8:35 a.m. and end at 3:25 p.m.

Peabody Middle School has been identified as a Title I Priority School with an Accreditation Denied status. Peabody Middle School serves a population of 525 students in grades 6-8. 339 of those students have been identified as economically disadvantaged, 14 as Limited English Proficient (LEP) students, 73 students with at least one disability, and 502 African American students. The regular hours of instruction begin at 8:05 a.m. and end at 2:55 p.m.

7. Description of the barriers and facilitators to implementation, including amount of planning time, logistics for transportation and other support services, community engagement and partnerships with other organizations or school divisions, fiscal impact, and scheduling of professional development.

Traditional instructional methods and practices have not yielded desired student outcomes in either identified school. The implementation of YRS and intersessions shortens student breaks from school in an effort to prevent the loss of instructional time and the learning lapses that occur during traditional summer breaks. To aid in increasing desired outcomes in student learning, parents and community organizations will provide support during intersessions. Parents will attend workshops that will focus on teaching them effective instructional practices to use with their student in areas of academic need. School parent organizations and a year-round advisory group are implemented structures that will meet to provide relevant parent input and support to the schools and the parent populations of those schools.

- Intersessions begin after each quarter
- Students will be remediated on content not mastered
- Activities will involve more interactive approaches to learning
- Students will be remediated and accelerated
- All students will attend intersessions

Advantages of YRS Program

- More time for instruction, especially reading and mathematics
- Remediation and acceleration opportunities
- Longer School day and year
- Increases student achievement

Clear goals and benchmarks have been established for the Petersburg City Public Schools. The benchmarks identified in the corrective action plan for schools in the district will also serve as the goals and measurable outcomes for Peabody Middle School as the year-round calendar is strategically implemented. A.P Hill Elementary School's goals and benchmarks will be specific to its school improvement plan and encompass the following components: student achievement, student behavior and attendance, staff/teacher participation, and parent/community involvement. The corrective action plan also establishes that all schools will meet the minimum benchmarks for accreditation and federal accountability.

Based on the SOL pass rate percentages for the past 3 school years (2012-2013, 2013-2014, and 2014-2015) A.P. Hill Elementary School has consistently remained in warned or denied status. However, after the first full year of the implementation of

YRS, A.P. Hill SOL results show significant gains and met full accreditation status for the 2015-2016 school year. See the table below:

A.P. Hill Subject	2015-2016	2014-2015	2013-2014	2012-2013
English	83	57	42	71
Math	88	62	38	43
History	89	74	76	70
Science	79	48	59	74

Peabody Middle School has never received the status of full accreditation and has consistently remained in the denied status. Peabody is currently a priority school and received school improvement grant funds to support the Transformation Model which requires the support of a Lean Turnaround Partner. Based on the 2015 Spring results Peabody remained in denied status for the 2015-2016 school year. However, it is important to note that Peabody met federal AMOS for all students in mathematics and English by reducing the failure rate by 10%. Please see the table below for percentage of SOL pass rates for the preliminary and past 3 year results:

Peabody Subject	2015-2016	2014-2015	2013-2014	2012-2013
English	58	52	46	78
Math	47	42	45	47

Transportation routes will not differ from traditional calendar schools' routes; however an increase of fuel and personnel costs will occur from the additional 20 days. Support service costs will increase as well due to the additional 20 days. Estimated Additional Costs for Year Round School at Peabody and A.P. Hill for the 2014-2015 (Intersession-20 days) is \$841,802. This was estimated during a feasibility study conducted during the planning phase of implementation.

Petersburg City Public Schools has formed and maintained partnerships with the following organizations:

Virginia State University-School Education (Departments of Teaching and Learning; Administrative and Organization Leadership) – provides professional development opportunities in the areas of reading, assessment, classroom management, and mentor teachers. (Division-wide teachers)

University of Virginia-School of Continuing and Professional Studies – provides literacy support through observations and feedback, modeling best practices in literacy instruction, interpreting data, offering professional development opportunities (i.e. Struggling Readers' Academy) (Grades K-7 and teachers)

City of Petersburg – City of Readers – program which encourages and promotes reading through community activities; each department within the city provides volunteers to greet students in the morning and provides school supplies (Division-wide)

The Chamber of Commerce – provides volunteers to read with to students and support enrichment activities (Division-wide)

Crater Health District – provides on-site T-DAP immunizations for rising sixth graders

Local Churches – provides school supplies and uniforms

Smart Beginning Greater Richmond/United Way Greater Richmond & Petersburg – Regional Kindergarten Registration, professional development opportunities (teachers in grades K-1)

Petersburg Greek Organizations – time and services through volunteering with reading, serving as tutors, community health fairs, painting school buildings, donating school supplies, back to school rallies, etc. (Division-wide)

Petersburg Sheriff's Department – back to school rally, donation of school supplies, support with painting buildings, security (Division-wide)

Petersburg Fire Department – fire safety (Division-wide)

John Tyler Community College – programs currently exist with grades 8-12; we will work to establish programs and professional development opportunities for grades K-7 division-wide.

Richard Bland College – programs currently exist with grades 8-12; we will work to establish programs and professional development opportunities for grades K-7 division-wide.

Communities in Schools – (Peabody Middle School & A.P. Hill Elementary School 2016-2017) – connect parents and students with community resources to meet their needs.

The Division is estimating a 3 percent increase of total school expenditures per school based on feasibility study that was conducted during the planning phase of implementation. The YRS Start Up Grant will assist with the increase of personnel to include instructional and support staff salaries and benefits for 20 intersession days.

The total fiscal cost for the 2015-2016 school year is \$5,763,592.

Professional Developments see Appendix B – Professional Development.

8. Description of changes in teacher and parent satisfaction and student engagement, including how each was measured and results found.

The anticipated outcome is to increase student performance to meet state accreditation benchmarks and federal annual measurable objectives (AMO). Specific targets can be found in the division's Corrective Action Plan approved by the Board of Education. Currently, the revised Corrective Action Plan is in draft form pending approval.

5. Data on the impact of the year-round or extended year project (*Evaluation Matrix*)

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Petersburg City Public
 Division Name: Schools
 School Name: A P Hill Elementary School

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
English 86%	84	86	100								
Math 91%	88	91	100	97	94	88.24	87.64	16	138	154	12,855
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
English 86%	84	86	100								
Math 91%	88	91	100	97	94	88.24	87.64	16	138	154	12,855

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Petersburg City Public
 Division Name: Schools
 School Name: Peabody Middle School

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
English 53%	47	53	57								
Math 47%	42	46	57	97	93	85.37	76.82	18	685	840	12,855
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
English 53%	47	53	57								
Math 47%	42	46	57	97	93	85.37	76.82	18	685	840	12,855

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.

A. Description of metrics and changes observed to student achievement across all students and by priority groups compared to the academic year prior to implementation of the year-round or extended year project

A.P. Hill saw an increase of 8% in English and 4% in Math for all students; subgroup 1 increased English 8% and Math 2%; subgroup 2 increased in English 8% and Math 4%; subgroup 3 remained the same across the board.

Peabody students saw an increase of 1% in English and 2% in Math for all students; subgroup 1 decreased 2% in English and increased in Math 2%; subgroup 2 increased English 1% and Math 4%; subgroup 3 decreased by English 11% and Math 12%.

retention compared to the academic year prior to implementation of the year-round or extended year project

The average daily teacher attendance compared to the academic year prior (2014-2015) to implementation of the year-round project (2015-2016) decreased by 1%. This change can be contributed to factors such as inclement weather and illness.

C. Description of metrics and changes observed to student attendance, average class size, and student behavior compared to the academic year prior to implementation of the year-round or extended year project

Changes in the student attendance, average class size, and student behavior can be directly linked to enrollment numbers changing from one year to the next due to the closing of Vernon Johns Jr. High School.

D. Description of metrics and changes observed to academic costs per pupil compared to the academic year prior to implementation of the year-round or extended year project

The academic cost per pupil compared to the academic year prior (2014-2015) to implementation of the year-round project (2015-2016) increased \$1365. Operations include regular day, school food services, summer school, adult education, and other education programs.

6. Description of efforts to sustain the year-round or extended year project model and whether the model will be offered in additional grades, programs, or schools.

Currently, the following Petersburg community organizations have committed support for YRS: first Baptist Church, Chief of Police, John Dixon, Petersburg Chamber of Commerce, Nehemiah Project, and Cameron Foundation. The superintendent and the Year Round School Advisory Committee will continue to seek community partnerships to enhance instructional programs during intersessions. On May 13, 2014 the superintendent held a stakeholder's meeting in which the superintendent and his cabinet presented an overview of the YRS program and solicited the support of the stakeholders. As of to date, stakeholders are continuously submitting ideas to support the YRS program.

For the 2016-2017 school year, Communities in Schools and the Title I Parent Liaison will support Peabody and A.P. Hill to continue to seek partnerships to enhance the YRS program.

Appendix A – YRS Calendar

Year-Round Schools – AP. Hill ES & Peabody MS

2016-2017 School Calendar

July 2016							August 2016							September 2016						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				

October 2016							November 2016							December 2016							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
						1				1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	
30	31																				

January 2017							February 2017							March 2017							
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	
1	2	3	4	5	6	7				1	2	3	4					1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25	
29	30	31					26	27	28					26	27	28	29	30	31		

April 2017							May 2017							June 2017						
Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S	Su	M	Tu	W	Th	F	S
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30																				

School Closed/Holiday	New Teacher In-service week	
Parent Teacher Conference	Staff Development	
Teacher Work Day	Early Release for PHS & VJH	Early Release
Intersession	End of Marking Period	

July
 4 Holiday
 25-26 Teacher In-Service
 27-29 All Teachers-Staff Development

August
 1-2 Teacher Work Days
 3 First Day of School
 29 Student Holiday /Teacher Work Day

September
 2 Student/Teacher Holiday
 5 Labor Day
 13 Early release/Parent Teacher conference

October
 7 Early Release/Teacher Work Day
 End of first Nine weeks (45 Days)
 10-14 INTERSESSION

November
 8 Morning Teacher Workday/Afternoon Staff
 Development/Student Holiday
 23 Early Release
 24-25 Fall Break

December
 19-30 Winter Break

January
 5 End of Second Nine Weeks (46 Days)
 6 Teacher Work Day
 9-13 INTERSESSION
 16 MLK, Jr. Holiday
 30 Student Holiday/Teacher Work Day

February
 7 Early Release/Staff Development
 14 Early release/Parent Teacher Conference
 20 President's Day Holiday

March
 17 Early Release/Teacher Work Day
 End of Third Nine Weeks (42 Days)
 20-31 INTERSESSION

April
 10-14 Spring Break

May
 29 Memorial Day Holiday

June
 15 Early Release/Last Day of School/End of
 fourth nine weeks (48 Days)
 16 Last Day for Teachers/School Staff

Instructional Days Per Month (181 Student Days)

August 20	September 20	October 16
November 19	December 12	January 14
February 19	March 13	April 15
May 22	June 11	

Grading Periods

First Nine Weeks	Aug. 3-Oct 7 (45)
Second Nine Weeks	Oct 17-Jan 5 (46)
Third Nine Weeks	Jan. 17-March 17 (42)
Fourth Nine Weeks	April 3-June 15 (48)

Interim Reports

September 7
 November 16
 February 15
 May 12

Report Cards

October 14
 January 12
 March 24
 June 22

Holidays

September 5	November 24-25
December 19-30	January 16
February 20	April 10-14
May 29	

Holidays for 12-month employees

July 4	September 5	November 24-25
December 23, 26	December 29-30	January 16
February 20	April 10-11	May 29

School Hours

Schools	Student Hours	Staff Hours
PHS I. B. Pittman	7:20 a.m. -2:10 p.m.	7:05 a.m.-2:25 p.m.
Peabody	8:05 a.m. - 2:55 p.m.	7:50 a.m. -3:10 p.m.
A.P. Hill, J.E.B. Stuart, Walnut Hill	8:35 a.m. - 3:25 p.m.	8:20a.m. -3:40 p.m.
R.E. Lee	9:10 a.m. - 4:00 p.m.	8:55 a.m. - 4:15p.m.
Westview	9:10 a.m. - 3:50 p.m.	8:55 a.m. - 4:05p.m.

Graduation

June 10, 2017

School Board Meetings are held the 1st Wednesday of each month. School Board Work Sessions are held the 3rd Wednesday of each month.

Appendix B – Professional Development

Pearson Professional Development Calendar – Peabody Middle School

March 2015

Initial Observations and needs assessments – No PD provided.

April 2015

• **Math**

- Learning Stations- Addressing Multiple Modalities
- Unpacking Word Problems Using the BUCK System

- Using Gaming to Engage Students in Learning
- Exploring SOL Resources on VDOE
- Technology: Interactive Websites

• **English**

- Using manipulatives to engage students in learning

- Exploring SOL resources on VDOE
- Technology: Interactive Websites (Flocabulary, Web English Teacher)
- **Full Staff**
 - The Workshop Model and Reading/Test Taking Strategies

May 2015

SOL Testing month – No professional development delivered.

June 2015

- **Social Studies** – June Jones – 2 days
 - Lesson planning, SBI, and goal setting
- **Science** – Scott Davidson – 2 days
 - Lesson planning, SBI, and goal setting
- **ELA/Exploratory** – Maya Harris – 3 days
 - Lesson planning, SBI, and goal setting
- **Math/Exceptional Ed** – Princess Fitzgerald – 3 days
 - Lesson planning, SBI, and goal setting

July 2015

Summer Session – No professional development delivered.

August 2015

- **Leadership**
 - Leadership Institute – Courrey Alexander/Gay City
 - 30-60-90 day plan
 - Using data
- **Math**
 - Student Engagement
 - Differentiation
 - Using manipulatives
 - Using data

August 2015 con't

- **English**
 - Differentiation
 - Student Engagement
 - Using data
 - Lesson planning (con't)
 - SBI (con't)
- **Full Staff**
 - The Workshop Model and Reading/Test Taking Strategies

September 2015

- **Math**
 - Student Engagement
 - Differentiation
 - Using manipulatives
 - Using data (con't)
 - Lesson planning (con't)
 - SBI (con't)
 -
- **English**
 - Tiered Vocabulary
 - Cooperative learning
 - Using data (con't)
 - Lesson planning (con't)
 - SBI (con't)

- **Full Staff**
 - Tiered Vocabulary

October 2015

- **Math**
 - Developing Rigor
 - Using data (con't)
 - Lesson planning (con't)
 - SBI (con't)
- **English**
 - Using data (con't)
 - Lesson planning (con't)
 - SBI (con't)

November 2015

- **Math**
 - Using data (con't)
 - Lesson planning (con't)
 - SBI (con't)
- **English**
 - Stations in the classroom
 - Using data (con't)
 - Lesson planning (con't)
 - SBI (con't)

December 2015

- **No PD**

January 2016

- **Math**
- **English**
 - SBI (con't) 1/5
 - Unpacking the Standards – 1/11

February 2016

- **Math**
 - Unpacking the Standards – Weekly – Mondays
- **English**

- Unpacking the Standards – Weekly
- Mondays

March 2016

- All departments – Direct instruction – 3/1
(w/Noah Rogers)

July 2016

- New teachers – New Lesson Plan – 7/25
- New teachers – Model Classroom – 7/26
- English – Unpacking the Standards – 7/28

August 2016

- All departments (not including English)–
Unpacking the Standards – 8/1
- New Lesson Plan – 8/22, 8/23

September 2016

- Unit Planning – English – 9/6

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: Petersburg
 City Public
 Schools
 A P Hill
 Elementary
 School Name: School

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
English 86%	84	86	100								
Math 91%	88	91	100	97				15	79	n/a	4015
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
English 86%	84	86	100								
Math 91%	88	91	100	97				15	79	n/a	4015

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.

Expense Report

Please attach a detailed expense report by line item. **The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2016-2017				
20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)				
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.				
1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			Source of Funds	
Names of Individuals	Project Role		State	Local
Total			\$0	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds	
			State	Local
Total Employee Benefits 2000			\$0	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds	
			State	Local
Total Purchased Contractual Services			\$0	\$0

4000 Internal Services	Source of Funds	
	State	Local
Total Internal Services	\$0	\$0
5000 Other Services	Source of Funds	
	State	State
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Total Materials and Supplies	\$0	\$0
	State	Local
Total Project Expenses	\$0	\$0

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: Petersburg
 City Public
 Schools
 Peabody
 Middle
 School Name: School

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
English 53%	47	53	57								
Math 47%	42	46	57	97				20	362	n/a	4015
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
English 53%	47	53	57								
Math 47%	42	46	57	97				20	362	n/a	4015

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in

which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.

Expense Report

Please attach a detailed expense report by line item. **The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).**

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2016-2017				
20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)				
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.				
1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			Source of Funds	
Names of Individuals	Project Role		State	Local
Total			\$0	\$0
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds	
			State	Local
Total Employee Benefits 2000			\$0	\$0
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds	
			State	Local
Total Purchased Contractual Services			\$0	\$0

4000 Internal Services	Source of Funds	
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	State	Local
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Total Internal Services	\$0	\$0
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5000 Other Services	Source of Funds	
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	State	State
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Total Other Services	\$0	\$0
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6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds
----------------------------------------------------------------------------------------------------------	------------------------

Description (please provide detailed cost calculations)	State	Local
----------------------------------------------------------------	--------------	--------------

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Total Materials and Supplies	\$0	\$0
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	State	Local
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Total Project Expenses	\$0	\$0
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Radford City Public Schools

ANNUAL REPORT FOR START-UP GRANT FOR AN EXTENDED SCHOOL YEAR OR YEAR-ROUND SCHOOL PROGRAM FOR RADFORD CITY SCHOOLS 2016-2017

School Division:	Radford City Schools
Name of Person Completing Report:	Robert F. Graham
E-mail Address:	rgraham@rcps.org
Phone Number:	540-731-3647

Total Days of Instruction – 102
 Hours Per Day – 2-5 per day
 Student Enrollment – All students 274, Gap Group I 188, Gap Group II 40, and Gap Group III 12
 Grades Served – K-12
 Programs Served – Title I, Special Education, 504, Project Graduation, Term Grads and Homeless

Remediation and Intervention Activities

- Individual and small group intervention and remediation sessions at Radford High School before and after school (dependent on contract hours). Approximately 50 students participating with 7 teachers. This started in early December and will run through May.
- Implementation Weeks at John Dalton, Belle Heth Elementary and McHarg Elementary.
 - January 4-7, 11-14, February 1-4, March 21-24, April 25-28 and May 2-5 – over 150 students working with as many as 35 licensed teachers working from 3:20-5:20. Afternoon snacks are provided to all students each day (not paid for out of implementation grant). SEE SCHEDULE BELOW

IMPLEMENTATION GRANT SCHEDULE

HOURS: 3:20-5:20

*Teachers who participate in this grant need to add 10 minutes to their day, in order to fulfill their contract hours. That work day would be 7:50-3:20 to get their hours in.

TIME		3:20-3:40	3:40-4:10	4:10-4:40	4:40-5:10	5:10-5:20
STUDENTS:	TEACHER	3:20 STUDENTS SHOULD BE THE LAST TO BE DISMISSED FROM CLASSROOMS AND ARE TO LINE UP OUTSIDE CAFETERIA DOORS TO RECEIVE SNACKS. THEN THEY WILL GO TO THE ART ROOM TO EAT. (TEACHERS NEED TO REPORT WITH THEIR STUDENTS);	ROTATIONS AND TUTORING BEGIN	ROTATIONS AND TUTORING	ROTATIONS AND TUTORING	STUDENTS RETURN TO THEIR HOMOEROOM. TEACHER FOR PACK UP AND DISMISSAL This is for safety and accountability.
STUDENT 1	A	SNACKS	INTERVENTION TEACHER	REMEDIATION	COMPUTER	
STUDENT 2	A	SNACKS	COMPUTER	INTERVENTION	REMEDIATION	
STUDENT 3	A	SNACKS	REMEDIATION	COMPUTER	INTERVENTION	

INTERVENTION-TUTORING WITH TEACHER
 COMPUTER-COMPUTER LAB: I-STATION
 REMEDIATION- WITH TEACHER

*COMPUTER AND REMEDIATION WILL BE COVERED BY LICENSED TEACHERS

- Evening School - We created an evening school for those students who were suspended out of school so they will be allowed to attend RHS/IDIS in the evening from 4:00-8:00 and be remediated by two licensed teachers. The goal of evening school is to provide intervention so the student has a greater chance of not falling behind in the classes they missed during the day(s) they are suspended.
- May – Intervention and remediation sessions were established at each of our schools where students took the SOLs in an attempt to provide students who failed SOLs and were eligible for retakes a greater opportunity to pass the retake. Teachers used formal and informal data (SP8Q, iStation, Benchmarks, etc.) to guide the students to better prepare them for their retake(s).
- June 13-30 – Extended School Year Services - Remediation - Seniors graduated on June 3. The last day of contract for teachers before summer break was June 9. Extended school year began June 13 and ended June 30 with children attending small group instruction (invited by principals) four days a week from 8:30-12:30 in attempt to try and prevent the “summer slide” at all levels.
- June 13-30 – Extended School Year Services – Enrichment - Seniors graduated on June 3. The last day of contract for teachers before summer break was June 9. Extended school year began June 13 and ended June 30 with children attending small group enrichment activities such as cooking school, agriculture/floriculture camp, art camp, music and band camps, etc.

ENRICHMENT ACTIVITIES

- Applications were distributed to those who were interested in providing enrichment opportunities for students in grades k-12.
- Thus far elementary Lego Robotics and Middle School Robotics programs have been approved. Both teams have competed in competitions throughout VA.
- A field trip to Richmond was also approved for a large group of high school students on a Saturday in November and in February.
- Band and Choir field trips were scheduled on Saturdays throughout the spring months in order to provide musical opportunities to students from economically disadvantaged homes.
- Hiking and caving classes were held on multiple weekends in the Spring.
- Summer Series Instruction held classes every Thursday evening during the summer in Wildwood Park.

Briefly describe any milestones, successes or accomplishments achieved to date.

Remediation and Intervention Activities

- Second nine week benchmark assessments have shown improvement in all grade levels from First nine week assessments due to the implementation remediation and intervention programs.
- Not a statistical measure, but student/teacher relationships have seemed to improve.
- Positive feedback from our school community.

ENRICHMENT ACTIVITIES

- Our Intermediate Robotics team just qualified for state competition in February placing 8th in regional competition. This is the first year (actually first two months) we have had the program.

Barriers and Facilitators to Implementation

The rewards of the school year grant seemed to overshadow the barriers that were present in implementing the program. Teachers reported many more facilitators over barriers at the school level. Teachers worked daily with students on a one to one basis or within small groups of no more than 3 to 4 students.

At the central office level, with all new programs, the barriers were many and included a lengthy amount of organizational time. A program of this magnitude had to ensure transportation of participants, collaboration with other community partnerships, the creation of a working payroll system specifically for the program, and the coordination of needs at all schools involved. However, once these barriers were worked out, facilitators of the program triumphed.

The table below identifies barriers and facilitators and as one can see, the barriers and facilitators between the central office and the school were different. The startup of the program took a significant amount of time as much thought and troubleshooting had to occur at the division level in order to roll it out to the schools. The parameters were identified for each building, including how the students would qualify for the program (systematic data process), the duration and frequency of tutoring on a daily to weekly basis, and transportation of students for all school participating. As always, this piece was time consuming and often, a work of trial and error.

With expectations, transportation and student identification in place, the real work could begin at the school level. Students were invited to participate and parents were eager to have their child receive extra help in content areas, specifically reading and math. This facilitation piece was a success with students, families and teachers.

Theme	Level	B	F	Level	B	F
Start Up	Central Office	X		School	X	
Parameters Identified	Central Office	X		School		
Transportation	Central Office	X		School		X
Student Identification	Central Office		X	School		X
Payroll System	Central Office	X		School		
Student Satisfaction	Central Office			School		X
Parent Satisfaction	Central Office			School		X
Teacher Satisfaction	Central Office			School		X
Program Outcome	Central Office		X	School		X

As with any new program, the initial steps to ensure success can be seen as barriers. Once the details of the plan are worked out, the benefits of the program outweigh the time and effort it takes to create it. As the chart depicts, there were both barriers and facilitators. The intention of the program was to provide extended school tutoring to at-risk students through lengthening their school day. The program's most positive facilitator was that it provided the neediest students explicit instruction in an environment that offered direct and individualized attention.

Teacher and Parent Satisfaction

Pre and post surveys were provided to students, teachers and parents before and after program implementation. According to data from these surveys, teacher and parent satisfaction was extremely high while student satisfaction was positive. In fact, all teachers reported great successes with the program and listed the grant as a top priority for the 16-17 school year.

Sustaining ESY Program

As a result of the positive impact of the ESY program, Radford City Schools has made it a priority to do all we can to sustain this program not only for next year, but for multiple years to follow. The bulleted items below show our commitment to sustaining this program as long as we are able.

- A commitment from most of RCPS staff to serve as a tutor when needed.
- A commitment from all of RCPS transportation staff to provide transportation of students involved in ESY programs.
- A commitment from our chief finance officer, grant coordinator and executive director of curriculum to add the fiscal responsibilities as well as the organizational responsibilities that come with the ESY grant to their list of job duties.
- Successful approval for a second year of ESY Grant Funding from our 2016-2017 grant application.
- A financial commitment for in-kind grant matching funds for the 2016-2017 school year.
- Willingness to serve as a model for other school divisions (Carroll County) who have been approved for ESY Grant Funding and want to learn more about setting up a beneficial and successful program.

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program

1000 Personnel Services		Source of funds	
Name of individuals	Project Role	State	Local
Erin Boyd	Cafeteria worker- MCH		686.70
Gloria Boyd	Teacher	871.31	28.69
Mike Brown	Principal -Program Administrator		1,364.49
Debra Carlson	Teacher	691.31	28.69
Kim Coulson	Teacher	581.31	28.69
Dana Dehart	Teacher	3,171.31	28.69
Ranglette Dobson	Teacher	2,131.31	28.69
Emily Eagle	Teacher	441.31	28.69
Kay Ellerman	Teacher	851.30	28.70
Anne Goodman	Teacher	2,411.30	28.70
Janiele Hamden	Teacher	2,491.30	28.70
Amy Hamilton	Teacher	691.30	28.70
Cindy Havens	Parprofessional-McH		274.82
Lori Keister	Teacher	2,171.30	28.70
Wendy Martin	Teacher	1,091.30	28.70
Blenna Patterson	Teacher	4,611.30	28.70
Jennifer Presely	Teacher	1,331.30	28.70
Tracie Shelton-Farmer	Teacher	551.30	28.70
Stephanie Shull	Teacher	3,171.30	28.70
Stephanie Sutphin	Teacher	951.30	28.70
Nicole Watson	Teacher	531.30	28.70
Sharon Woinski	Teacher	1,411.30	28.70
Carolyn Wojtera	Teacher	1,731.30	28.70
McHarg Elementary Total		31,886.06	2,899.95
Brittany Akers	Teacher	1,337.93	22.07
Tammy Banes	Cafeteria worker-BH		289.56
Holly Billings	Teacher	517.93	22.07
Fay Bowen	Teacher	117.93	22.07
MaryJane Drengwitz	Teacher	1,727.93	22.07

Sheila Dunbar	Cafeteria worker-BH		534.19
Brian Dye	Teacher	4,172.67	27.33
Joanne Forrester	Teacher	2,057.93	22.07
Andrew Graham	Teacher	217.93	22.07
Anne Holbrook	Teacher	297.93	22.07
Robin Hong	Teacher	3,297.93	22.07
Mariah Howell	Teacher	2,117.93	22.07
Kenneth Keister	Asst Principal/ Program Admin	147.93	1,536.08
Shannon Kessler	Teacher	3,697.93	22.07
Darlene Lane	Teacher	2,517.93	22.07
Frank Leighton	Teacher	2,147.93	22.07
Kimberly Lockett	Teacher	2,757.93	22.07
Stacy Page	Teacher	117.92	22.08
Barabara Patterson	Teacher	537.92	22.08
Pierson Prioleau	Teacher	627.92	22.08
Anne Rehak	Teacher	2,007.92	22.08
Heather Rowland	Teacher	2,757.92	22.08
Brenda Ryan	Cafeteria worker-BH		626.08
Michelle Saunders	Teacher	3,497.92	22.08
Michelle Schafer	Teacher	517.92	22.08
Julie Stanley	Teacher	197.92	22.08
Sarah Stoots Contreras	Teacher	3,117.92	22.08
Pearl Turner	Teacher	1,737.92	22.08
Bethany Worrell	Teacher	537.92	22.08
Jennifer Zienuis	Teacher	2,667.92	22.08
Belle Heth Elementary School		45,458.73	3,565.11
Rosemary Anderson	Teacher	1,172.67	27.33
Laura Bishop	Teacher	852.67	27.33
Kristy Bryant	Teacher	1,132.67	27.33
Kevin Conner	Teacher	852.67	27.33
Joanne Cook	Teacher	1,732.67	27.33
Sandra Curd	Teacher	1,232.67	27.33
Allen Dickerson	Teacher	832.67	27.33
Cole Dutton	Teacher	552.67	27.33

Beverly Edwards	Teacher	2,962.67	27.33
Jennifer Eller	Teacher	3,692.67	27.33
CAROLINE Hickam	Teacher	1,732.67	27.33
Katherine Jessie	Teacher	1,702.67	27.33
Tamara McPeake	Teacher	1,562.67	27.33
David Meredith	Teacher	752.67	27.33
Kelly Morris	Teacher	3,082.67	27.33
Gregory Payne	Teacher	852.67	27.33
Marlissa Puckett	Teacher	732.67	27.33
Suzanne Saunders	Teacher	1,952.67	27.33
Brianna Saville-Reynolds	Teacher	432.66	27.34
Dalton Interedmaite School		27,820.72	519.28
Carol Andrews	Teacher	1,884.06	15.94
Matthew Azano	Teacher	2,964.06	15.94
Amber Bebout	Teacher	4,624.06	15.94
Jeffrey Brown	Teacher	3,144.06	15.94
Donna Bryant	Cafeteria worker-RHS		513.65
Michael Carrow	Teacher	344.06	15.94
Lois Castonguay	Teacher	9,704.06	15.94
Pam Chitwood	Teacher	464.06	15.94
Rebecca Dangerfield	Teacher	144.06	15.94
Jennifer Davie	Teacher	24.06	15.94
Jessica Dunbar	Cafeteria worker-RHS		303.24
Daniel Frankenberger	Teacher	4,224.06	15.94
Robert Freeman	Teacher	944.06	15.94
Katelyn Givens	Teacher	2,004.06	15.94
Maria Greco	Teacher	204.06	15.94
Andrea Guynn	Teacher	7,344.06	15.94
Cecil Hickam	Teacher	9,334.06	15.94
Daniel Hill	Teacher	5,532.67	27.33
Thomas Hilliker	Teacher	1,324.06	15.94
Donna Irvin	Teacher	1,184.06	15.94
Sharon Kimbleton	Teacher	7,184.06	15.94
Eirin Kiser	Teacher	1,424.06	15.94

Scott Larimer	Teacher	3,264.06	15.94
Albert Lawton	Teacher	484.06	15.94
Tiimothy McPeake	Teacher	2,164.06	15.94
Jocie Moody	Teacher	6,464.06	15.94
Keith Palmer	Teacher	784.06	15.94
Kim Reese	Teacher	2,524.05	15.95
Cody Roberts	Teacher	2,404.05	15.95
Matthew Saunders	Teacher	464.05	15.95
Jeff Smith	Prinicpal -Program Administrator		1,013.20
Kristina Tapp	Teacher	3,544.05	15.95
Frank Taylor	Teacher	3,254.05	15.95
Megan Thompson	Teacher	1,224.05	15.95
Donna Toney	Cafeteria worker-RHS		399.57
Andrew Waff	Teacher	464.05	15.95
Elora Walker	Cafeteria Worker- RHS		349.21
Mayla Walson	Cafeteria worker -RHS		355.69
Henry Williams	Teacher	224.05	15.95
Shannon Wohlford	Teacher	464.05	15.95
Joshua Woods	Teacher	464.05	15.95
Carolyn Woolwine	Parprofessional-RHS		423.55
Elaine Argabrite	Teacher	1,824.05	15.95
Shirley Gearheart	Teacher	184.06	15.94
Radford High School		94,198.72	3,959.39

Lenora Williams	Food Service Director		1,093.56
Pat Harrison	Transportation Director		2,240.37
Kerri Long	CFO		326.20
Ellen Denny	Director of Instruction/ Grant Administrator		4,412.72
Gracie Duncan	Bus driver		1,514.50
Judi Simpkins	Bus driver		671.04

Mitzi Crosier	Bus driver		191.06
Maureen Langdon	Bus driver		18.64
Sandy Buerriker	Bus driver		265.62
School Board Office			10,733.71
Total 1000		199,364.23	21,677.44

2000 Employee Benefits		Source of funds	
Name of Individuals	Project Role	State	Local
Erin Boyd	Cafeteria worker- McH		52.53
Gloria Boyd	Teacher		68.85
Mike Brown	Prinicpal -Program Administrator		104.38
Debra Carlson	Teacher		7.27
Kim Coulson	Teacher		46.66
Dana Dehart	Teacher		110.16
Ranglette Dobson	Teacher		79.56
Emily Eagle	Teacher		35.95
Kay Ellerman	Teacher		67.32
Anne Goodman	Teacher		143.82
Janiele Hamden	Teacher		131.58
Amy Hamilton	Teacher		55.08
Cindy Havens	Parprofessional-McH		21.02
Lori Keister	Teacher		104.04
Wendy Martin	Teacher		85.68
Blenna Patterson	Teacher		116.28
Jennifer Presely	Teacher		104.04
Tracie Shelton-Farmer	Teacher		44.37
Stephanie Shull	Teacher		116.28
Stephanie Sutphin	Teacher		42.84
Sharon Woinski	Teacher		110.16
Nicole Watson	Teacher		42.84
Carolyn Wojtera	Teacher		134.64
McHarg Elementary School			1,597.31
Brittany Akers	Teacher		104.04

Tammy Banes	Cafeteria worker-BH		22.15
Holly Billings	Teacher	41.31	
Fay Bowen	Teacher	10.71	
MaryJane Drengwitz	Teacher	133.87	
Sheila Dunbar	Cafeteria worker-BH		40.87
Brian Dye	Teacher	235.61	85.68
Joanne Forrester	Teacher	159.12	
Andrew Graham	Teacher	18.36	
Anne Holbrook	Teacher	24.48	
Robin Hong	Teacher	200.43	53.55
Mariah Howell	Teacher	163.71	
Kenneth Keister	Asst principal -Porgram Admin	13.01	115.82
Shannon Kessler	Teacher	198.90	85.68
Darlene Lane	Teacher	194.31	
Frank Leighton	Teacher	68.07	97.92
Kimberly Lockett	Teacher	169.83	42.84
Stacy Page	Teacher	10.71	
Barabara Patterson	Teacher	42.84	
Pierson Prioleau	Teacher	13.01	36.72
Anne Rehak	Teacher	155.29	
Heather Rowland	Teacher	191.25	21.42
Brenda Ryan	Cafeteria worker-BH		52.49
Michelle Saunders	Teacher	134.64	134.64
Michelle Schafer	Teacher	41.31	
Julie Stanley	Teacher	16.83	
Sarah Stoots Contreras	Teacher	159.12	81.09
Pearl Turner	Teacher	134.64	
Bethany Worrell	Teacher		42.84
Jennifer Zienuis	Teacher	169.06	36.72
Belle Heth Elementary School		2,804.46	950.43
Rosemary Anderson	Teacher	91.80	
Laura Bishop	Teacher	67.32	
Kristy Bryant	Teacher	33.66	55.08
Kevin Conner	Teacher	67.32	
Joanne Cook	Teacher	134.64	

Sandra Curd	Teacher	96.39	
Allen Dickerson	Teacher	65.79	
Cole Dutton	Teacher	44.37	
Beverly Edwards	Teacher	228.73	
Jennifer Eller	Teacher	284.58	
CAROLINE Hickam	Teacher	134.64	
Katherine Jessie	Teacher	132.34	
Tamara McPeake	Teacher	109.39	12.24
David Meredith	Teacher	59.67	
Kelly Morris	Teacher	188.95	48.96
Gregory Payne	Teacher	67.32	
Marlissa Puckett	Teacher	12.24	45.90
Suzanne Saunders	Teacher	105.57	45.90
Brianna Saville-Reynolds	Teacher	35.19	
Dalton Intermedaite School		1,959.91	208.08
Carol Andrews	Teacher	145.35	
Matthew Azano	Teacher	227.97	
Amber Bebout	Teacher	354.95	
Jeffrey Brown	Teacher	168.29	73.44
Donna Bryant	Cafeteria worker-RHS		39.29
Michael Carrow	Teacher	27.54	
Lois Castonguay	Teacher	743.58	
Pam Chitwood	Teacher	36.72	
Rebecca Dangerfield	Teacher	12.24	
Jennifer Davie	Teacher	3.06	
Jessica Dunbar	Cafeteria worker-RHS		23.20
Daniel Frankenberger	Teacher	324.36	
Robert Freeman	Teacher	42.84	30.60
Katelyn Givens	Teacher	67.32	87.21
Maria Greco	Teacher	16.83	
Andrea Guynn	Teacher	514.07	48.96
Cecil Hickam	Teacher	715.27	
Daniel Hill	Teacher	229.52	195.84
Thomas Hilliker	Teacher	102.51	
Donna Irvin	Teacher	91.80	

Sharon Kimbleton	Teacher	550.80	
Eirin Kiser	Teacher	61.20	48.96
Scott Larimer	Teacher	250.92	
Albert Lawton	Teacher	38.25	
Tiimothy McPeake	Teacher	74.97	91.80
Jodie Moody	Teacher	495.71	
Keith Palmer	Teacher	61.20	
Kim Reese	Teacher	133.11	61.20
Cody Roberts	Teacher	185.13	
Matthew Saunders	Teacher		36.72
Jeff Smith	Prinicpal -Program Administrator		77.51
Kristina Tapp	Teacher	247.86	24.48
Frank Taylor	Teacher	176.72	73.44
Megan Thompson	Teacher	94.86	
Donna Toney	Cafeteria worker-RHS		30.57
Andrew Waff	Teacher		36.72
Elora Walker	Cafeteria Worker- RHS		26.71
Mayla Walson	Cafeteria worker -RHS		27.21
Henry Williams	Teacher	18.36	
Shannon Wohlford	Teacher		36.72
Josh Woods	Teacher		36.72
Carolyn Woolwine	Paraprofessional -RHS		32.40
Elaine Argabrite	Teacher	140.76	
Shirley Gearheart	Teacher	15.30	
Radford High School		6,369.37	1,139.70

Lenora Williams	Food Service Director		83.66
Pat Harrison	Transportation Director		171.39
Kerri Long	CFO		24.95
Ellen Denny	Director of Instruction/ Grant Adminstrator		337.57
Gracie Duncan	Bus driver		115.85
Judi Simpkins	Bus driver		51.33

Mitzi Crosier	Bus driver		14.62
Maureen Langdon	Bus driver		1.43
Sandy Buerriker	Bus driver		20.32
School Board Office			821.12
Total 2000		12,731.05	4,135.32

		State	Source of funds	
3000 Purchased/Contractual Services			Local	
City of Radford	Bus pass		0.00	82.11
Radford City School Cafeteria Fund	Meals for trip			50.60
				132.71

		State	Source of funds	
4000 Internal Services			Local	
			0.00	0.00

		State	Source of funds	
5000 Other Services			Local	
			0.00	0.00

		State	Source of funds	
6000 Materials and Supplies			Local	
Reinhart	Food supplies			4,969.91
City of Radford	Vehicle fuel			258.90
School Board Office				5,228.81
Janielle Hamden	Supplies- McHarg Elementary			17.79
Nicole Watson	Supplies- McHarg Elementary			86.94
Blenna Patterson	Supplies- McHarg Elementary			35.76
McHarg Elementary School	Supplies			735.23
McHarg Elementary School				875.72

Shannon Kessler	Supplies- Belle Heth Elementary		151.80
Michelle Saunders	Supplies - Belle Heth Elementary		298.79
Frank Leighton	Supplies-Belle Heth Elementary		471.50
Kim Lockett	Supplies - Belle Heth Elementary		11.83
Bethany Worrell	Supplies- Belle Heth Elementary		116.88
Belle Heth Elementary			1,050.80
Dalton Intermedaite School	Supplies	144.72	289.30
Kristy Braynt	Supplies-DIS		59.53
BT'S	Meals - Dalton Intermedaite		519.60
Dalton Intermedaite School			868.43
Cecil Hickam	Vehicle fuel -Radford High		10.00
Cecil Hickam	Supplies- Radford High		106.06
City of Radford	Vehicle fuel		258.90
SyCom	Chromebooks-RHS		8,228.00
Katie Givers	Vehicle fuel -Radford High		35.00
Radford High School	Supplies		272.75
Hale & Co. Landscaping Supplies	Supplies- RHS		618.00
Mansfield	Vehicle fuel -RHS		32.25
Radford High School			9,560.96
Total 6000		144.72	17,584.72

Summary		Source of funds	
		State	Local
	1000	199,364.23	21,677.44
	2000	12,731.05	4,135.32
	3000	0.00	132.71
	4000	0.00	0.00
	5000	0.00	0.00
	6000	144.72	17,584.72
Total		212,240.00	43,530.19

Funds Spent by Location	Source of funds	
	State	Local

McHarg Elementary	33,483.37	4,791.66
Belle Heth Elementary	48,263.19	5,566.34
Dalton Intermediate School	29,925.35	1,595.79
Radford High School	100,568.09	14,660.05
School Board Office		16,916.35
Total	212,240.00	43,530.19

Expense Report

Please attach a detailed expense report by line item. The report must include the 20% local match (local match is not required for school divisions with schools that are in Denied Accreditation status).

Expense Report for Start-up Grant for Development of Extended School Year or Year-Round School Program 2015-2016				
20% Local Match Required (exception for school divisions with schools that are in Denied Accreditation)				
NO INDIRECT COSTS SHOULD BE CHARGED TO THE PROJECT.				
1000 Personnel Services - Entries should identify project staff positions; names of individuals; and the total amount or charged to the project. Include wages and contract or consultant staff costs in this section.			Source of Funds	
Names of Individuals	Project Role	State	Local	
Total		\$0	\$0	
2000 Employee Benefits - Please list the amount of employee benefits charged to the project.			Source of Funds	
		State	Local	
Total Employee Benefits 2000		\$0	\$0	
3000 Purchased/Contractual Services – Include wages and contract or consultant staff costs.			Source of Funds	
		State	Local	
Total Purchased Contractual Services		\$0	\$0	

4000 Internal Services	Source of Funds	
	State	Local
Total Internal Services	\$0	\$0
5000 Other Services	Source of Funds	
	State	State
Total Other Services	\$0	\$0
6000 Materials and Supplies - List all supplies, materials, and services charged to the project..	Source of Funds	
Description (please provide detailed cost calculations)	State	Local
Total Materials and Supplies	\$0	\$0
	State	Local
Total Project Expenses	\$0	\$0

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: *Radford City Public Schools*
 School Name: *Mettarg Elementary*

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
2014 - 2015 Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
50	41	10	4	94%	94%	98%	59%	20	0	0	\$10,674
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
2015 - 2016 Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
50	41	10	4	94%	92%	100%	64%	20	5	2	\$11,574

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for each school.

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: Radford City Public Schools
 School Name: Belle Heth Elementary School

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)

2014-2015 Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
85	70	18	0	94%	89%	48%	20%		0	0	\$10,074

INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)

2015-2016 Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
85	70	18	0	94%	97%	88%	48%		10	10	\$11,574

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for each school.

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: Radford City Public Schools
 School Name: Dalton Intermediate School

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)

2014-2015 Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
73	37	5	3	94%	97%	68%	93%	19	5	5	\$10,074

INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)

2016-2016 Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
73	37	5	3	94%	96%	75%	93%	19	16	15	\$11,574

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for **each school**.

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name: Radford City Public Schools
 School Name: Radford High School

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)

2014-2015 Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
64	39	8	4	94%	95%	92%	92.5%	21	7	7	\$10,074

INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)

2015-2016 Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
66	40	7	5	94%	93%	88%	98%	21	26	26	\$11,574

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for each school.

Roanoke City Public Schools

1. Executive Summary

The Roanoke City Public Schools' Extended School Year Grant project, RCPS+, was planned to address key challenges in our urban school division. RCPS' grant application referred to the Extended School Year grant project as Extended Academic School Experience (EASE). The name was changed to RCPS+ for staff, students, and families to easily remember. The goal of RCPS+ was to find an effective way to help all students develop the skills needed to succeed as they transition from one grade to the next. The Division sought to accelerate, rather than just remediate, students' learning. Looking at research by Howard Bloom and others, the Division found strong evidence that participation in a demanding academic curriculum promotes academic success across all subgroups. Research has shown that interruptions in learning, especially over the summer (termed "summer slide") can be detrimental to continued academic progress for students. State and national academic standards continue to increase in rigor each year. RCPS+ provides extended student learning opportunities before the traditional academic year begins by extending the academic year from 9.5 months to 11 months. The RCPS+ curriculum is built on an accelerated, differentiated approach that offers a wide variety of both remedial and enrichment opportunities for the Division's students.

2. Comprehensive description of the extended year project

- A. The name and address of the school division, participating schools, and grant coordinator contact information.

1) Roanoke City Public Schools – 40 Douglass Ave, NW Roanoke, VA 24012

2) Roanoke City Public Schools that participated in the ESY grant were:

Fallon Park Elementary at 502 19th St. SE, Roanoke, VA 24013

Hurt Park Elementary at 1525 Salem Ave. SW, Roanoke, VA 24016

Westside Elementary at 1616 19th St. NW, Roanoke, VA 24017

Garden City Elementary at 3718 Garden City Blvd. Roanoke, VA 24014

Lincoln Terrace Elementary at 1802 Liberty Road, NW, Roanoke, VA 24012

Roanoke Academy Elementary at 1441 Westside Blvd., NW, Roanoke, VA 24017

3) Mr. Greg Johnston, Executive Director for K-5 Instruction is the grant coordinator for this project. He can be reached by email at gjohnston@rcps.info, by phone at (540) 853-2300, or by mail at 40 Douglass Avenue, NW, Roanoke, VA 24012.

- B. The description of the program, including total days of instruction, hours of instruction per day, and student enrollment total by grade or programs served.

The purpose of RCPS+ is to transition students into a new school year by providing early preparation in reading, writing, and mathematics. Rising 1st- 5th grade students participate in the program. RCPS+ provides opportunities to extend student learning through a motivational, engaging, and hands-on program. The primary goal is to prevent summer learning lags by providing an extra six weeks of instruction.

The objectives of RCPS+ are: (1) increase student achievement in reading, writing, and mathematics as measured by district benchmarks and spring Standards of Learning (SOL) scores during the 2016-2017 school year; (2) effect change in student motivation resulting in improved attendance rates during the 2016-2017 school year; and (3) meet nutritional, instructional, and emotional needs of all students during the summer break.

RCPS+ provides an opt-out enrichment and remediation program that specifically targets reading, writing, and mathematical skills through engaging, interactive, and hands-on instruction. This year's theme for RCPS+ was *On Your Mark, Get Set ... Read*. Roanoke City Public Schools works closely with the Roanoke Public Libraries in creating a theme that helps students become more excited about learning. Through state and federal grants, the Roanoke Public Libraries assist Roanoke City Public Schools reinforce our instructional goals for all students.

The 2016 Summer RCPS+ reading curriculum followed specific components at each site. The curriculum included:

- Daily 2 hour reading block that included a whole group enrichment lesson, small group leveled instruction, school-wide read aloud activities, and writer's workshop
- Weekly themes: Olympics, Aquatic Sports, Court Sports, Field Sports, Extreme Sports, and Dance/Martial Arts/Wrestling
- Each week incorporated writing, close reading, comprehension (graphic organizers), technology, an art project, and presentations
- Each school participated in a One Book, One School Project for In The Year of the Boar and Jackie Robinson

The 2016 Summer RCPS+ math curriculum followed specific components at each site. The curriculum included:

- Daily 105 minute math block that focused on number sense and problem solving
- An understanding of how mathematics is a global language in training, playing, and scoring during the Olympics

- Collaboration in small groups to problem solve through number games, discovery, and investigation activities
- Active engagement in mathematical challenges that requires students to use measurement and geometry in creating structures that can stand alone

Reading and Math curriculums / lesson plans for RCPS+ are available upon request. The 2016 RCPS+ STEAM (Science, Technology, Engineering, Arts, and Mathematics) curriculum followed specific components at each site. The curriculum included:

- Science – The science program is a series of hands-on investigations focused on key Standard of Learning concepts. Students investigated the rock cycle using jelly beans, investigated dyes using chromatography, improved observation skills using fingerprints, studied plant parts by dyeing carnations, and investigated the engineering design cycle using building blocks.
- Movement – Students worked on fine motor skills and 21st century skills. They worked as a team through a variety of active challenges. One challenge involved a life size adaptation of “hungry, hungry hippos” in which students had to use a wheeled cart and work as a team to retrieve objects.
- Robotic – Students were introduced to engineering design and coding as they followed written directions to create a Lego WeDo object using blocks and motors. Laptops were used to enter the code needed to make their object perform correctly.
- Technology – Students learned the basics of coding using laptop computers and a variety of web-based programs which included CodeVA.org. Students learned about sequencing, algorithms, looping, debugging, and computational thinking.
- Art – Students were introduced to summer Olympic events by transforming the toucan bird into a summer Olympian. Lessons included discussions on Brazil, South America and native birds. Students used skills and content acquired in art to make connections and reinforce instructional material in Science, English, and History.
- Music – Lessons focused around music from the Olympics. Students experienced playing a variety of instruments including: drums, Orff instruments and steel drums. Lessons were enhanced by vocal and movement activities.

The RCPS+ program ran for six weeks or 29 days from June 13th – July 22nd. Each school’s hours were 8 a.m. – 2 p.m. with 5 ½ hours of instruction and 30 minutes for lunch.

Student enrollment for each rising grade:

School	Rising 1 st	Rising 2 nd	Rising 3 rd	Rising 4 th	Rising 5 th	Total
Fallon Park & Garden City	75	90	89	75	72	401

Hurt Park	68	80	77	71	44	340
Westside	119	108	130	101	85	543
Lincoln Terrace & Roanoke Academy	48	54	65	60	48	275

3. Description of the barriers and facilitators to implementation, including amount of planning time, logistics for transportation and other support services, community engagement and partnerships with other organizations or school divisions, fiscal impact, and scheduling of professional development.

Roanoke City Public Schools had two barriers to our RCPS+ program. Our program occurs during the months of June and July. All instructional data collected focuses on a small population of the student body compared to the regular school year. All students are offered an opportunity to participate in the program but do have the right to opt-out. RCPS+ competes with travel plans, vacations, camps and other “fun in the sun” events. RCPS+ does present an engaging, hands-on curriculum that is non-evaluative. Rising students are introduced to new concepts in reading, math, and STEAM lessons. All activities follow a common theme for the summer. This year’s theme was *On Your Mark, Get Set ... Read*. Instructional planning for the RCPS+ program was done by district reading and math specialists, classroom teachers, and district coordinators. The total number of hours spent on curriculum development totaled 510. 240 hours were spent on Mathematics and 270 on Reading.

The second RCPS+ barrier during the 2016 summer focused on reading level assessments. RCPS+ only lasts for six weeks. Teachers did not have enough time to work with students within the curriculum and assess students using the Benchmark Assessment System. All students will be assessed during the first few weeks of the 2016-2017 school year. We are not able to observe the amount of reading levels gains until after this process is completed. We are focused on finding a solution to this issue for the 2017 RCPS+ program.

Transportation is based on the number of students participating in RCPS+. The Division contracts with Mountain Valley Transportation for busing services during the regular school year and continued this relationship as during RCPS+. Mountain Valley provided transportation to and from school each day along with field trips within the City.

A variety of organizations were involved in working with Roanoke City Public Schools’ Extended School Year project, RCPS+. They included: Roanoke Valley Public Libraries (Healing Strides,

Little Critters Petting Zoo, Story Teller Kim Weitkamp, Hip Hop Dance Class, and Fish the Magish, and expanded library resources to students); Taubman Museum of Art (offering tours and art lectures such as *A Portrait of George Washington: The Man, The Soldier, and The President*); Roanoke City Parks and Recreation (offered swimming lessons and water safety instruction); Mill Mountain Theatre (*Tall Tales* presentation)and Roanoke Children’s Theatre (provided *Rapunzel* to connect children to literature through play production); Apple Ridge Farm (provided instruction that connected nature and outdoor experiences with learning concepts).

4. Description of changes in teacher and parent satisfaction and student engagement, including how each was measured and results found.

Each year of the RCPS+ program, a survey is sent to staff with the following questions:

- Was the staffing suitable to meet the learning needs of the students?
- Was the summer curriculum engaging and challenging for students?
- Was transportation an issue for students?
- Were the field trips, guest speakers, and enrichment assemblies/activities suitable and appropriate?
- Would you like to teach RCPS+ next year?
- Please share any additional comments or concerns that you believe will improve the RCPS+ program for students next year.

The results of the staff survey were positive. Concerns that were expressed focused on supplies, curriculum development ideas, additional fieldtrips, and shorter days. Many staff members did not leave an additional comment which is typical for most surveys.

During the 2016 RCPS+ program, parents were invited to a “Hall of Fame” Night. During this event, students and staff had an opportunity to share with parents all of the exciting activities they did. Parents participated in a variety of activities while learning about the RCPS+ program. A parent and student survey was not given this year. This survey will be created for the 2017 RCPS+ program, along with changes to our registration form to include parent email addresses. The survey will be electronic through Survey Monkey, thus the reason for parent email addresses. Paper copies will be available for any family without internet access. The “Hall of Fame” Night was a huge success. Many staff members are taking their experience back to their home schools for the 2016-2017 school year. RCPS+ students enjoyed teaching their parents about all of the cool projects and activities they did.

5. Data on the impact of the year-round or extended year project (Please use the *Evaluation Matrix*)

- E. During the 2012-2013 school year, the Virginia Department of Education changed the English SOL Standards. This created a significant decline in English SOL results for Roanoke City Public Schools. Several instructional practices were changed within the school district. However, the school district saw minimal gains for the next

year's results. Teachers, staff, and students worked very hard to incorporate the new rigorous standards. All of their hard work accomplished during the academic school year was not fully retained due to a "summer slide" during the months of June through August. RCPS+ provides a vehicle to sustain academic progress into a new school year for students that participate.

During the 2015-2016, Roanoke City Public Schools assessed students reading levels through the *Fountas & Pinnell Benchmark Assessment System*. The BAS is an accurate and reliable tool that identifies the instructional and independent reading levels of all students. During the 2015-2016 school year, over 6000 elementary students were assessed independently by their teachers. Each student received a reading level letter based on the (<http://www.fountasandpinnell.com/textlevelgradient/>) Fountas and Pinnell Text Level Gradient. All student reading levels were collected and entered into the district data program eSchoolPLUS. When classrooms were created for RCPS+ each student's reading level was given to their teacher. This was the first year teachers had a student reading level.

RCPS+ only lasts for six weeks. Teachers did not have enough time to work with students within the curriculum and assess students using the Benchmark Assessment System. Students are currently being assessed by their 2016-2017 classroom teacher. All students are assessed during the first few weeks of school. We are not able to observe the amount of reading levels gains until after this process is completed. We are focused on finding a solution to this issue for the 2017 RCPS+ program.

- F. RCPS+ does not occur during the academic school year. The program runs for six weeks during the months of June and July. Teachers apply online each year to work RCPS+. Staff is selected by their academic success from the previous academic school year. Elementary principals, coordinators, and executive staff members review all applications. Teachers are only chosen to work RCPS+ if they are returning for the next academic school year. This provides consistency in maintaining effective instructional practices throughout the next academic school year. RCPS+ is highly competitive and provides significant funds for teachers during the summer.

- G. RCPS+ occurs after the academic school year ends. It is a six week program with an opt-out option for students. The program provides enrichment and remediation activities that specifically target reading, writing, and mathematical skills through engaging, interactive, and hands-on instruction. RCPS+ is a non-evaluative program that encourages students to try new instructional activities. Students are encouraged to participate in local camps throughout the six week timeframe of

RCPS+. RCPS+ does not have an attendance policy. This is different than the regular academic school year. RCPS believes by encouraging students to try new things and experiences, they will develop broader background knowledge and academic success.

Student behavior during RCPS+ is very minimal due to the following reasons: 1) students are engaged in non-evaluative activities that focus on developing a renewed love of learning in reading, mathematics and STEAM; 2) students are encouraged to try new things and present their learning through a variety of projects; 3) students work with local fine arts agencies; 4) students take fieldtrips throughout the city in which they live that do not happen during the academic school year, 5) students understand that learning is fun.

The average class size is 20:1. This is an area we would like to work on for the 2017 RCPS+ program. By reducing the class size, teachers have an opportunity to work with their students' strengths and weaknesses more often.

- H.** Roanoke City Public Schools is fiscally responsible concerning instructional funds. Roanoke City Public Schools works with our local school board, local partnerships that provide in-kind services, the Roanoke City Council, and state grants to provide new and exciting instructional opportunities for our students. There is not a significant impact on per pupil costs due to the fact that RCPS+ works with a smaller number of students as compared to the regular school year. RCPS+ only lasts for six weeks. The majority of costs related to this program are staffing, transportation, and materials.

6. Description of efforts to sustain the year-round or extended year project model and whether the model will be offered in additional grades, programs, or schools.

For the last four years, Roanoke City Public Schools has offered an Extended School Year program. The name of the program is RCPS+. Roanoke City Schools realized that our summer school program did not work in helping students achieve academic success. RCPS+ provides an engaging, hands-on, non-evaluative program for rising 1st-9th grades. We serve 22 different schools at 9 different sites within the school district. Over 3300 students enrolled in the 2016 RCPS+ program.

The Roanoke City Public Schools (RCPS) has established partnerships with higher education, for-profit, and non-profit organizations including, but not limited to, Virginia Western Community College, Virginia Tech, Radford University, Roanoke Valley Public Libraries, Taubman Museum

of Art, Roanoke City Parks and Recreation, Mill Mountain Theatre, Roanoke Children’s Theatre, Roanoke City Police Department, Carilion Clinic, and Apple Ridge Farm. These organizations have been involved with our school sites and will continue to be involved in RCPS+. Many of these organizations are providing and will continue to provide varying degrees of in-kind support. This additional help provides lower costs in running the RCPS+ program each year. In addition, the school division continues to develop new partnerships and funding sources to provide our students new and exciting educational opportunities. The Roanoke City Public School Board and the Roanoke City Council understand the importance of preventing any “Summer Slide”. They strongly support the program and continue to assist with funding beyond the grant funding cycle.

1000 Personnel Services and 2000 Employee Benefits

Fallon Park and Garden City Elementary Schools							
Name of Individual	Project Role	Wages Earned	State	Local	FICA/Medicare	State	Local
Allenbaugh, Sara	3rd Grade Teacher	6,125.00			468.60		
Beisley, Michelle	2nd Grade Teacher	3,430.00			262.40		
Carney, Anne	2nd Grade Teacher	6,860.00			524.79		
Carpenter, Robin	5th Grade Teacher	6,125.00			468.60		
Chattin, Brittany	5th Grade Teacher	6,370.00			487.30		
Coger, Rebecca	1st Grade Teacher	4,900.00			374.85		
Deaton, Jennifer	5th Grade Teacher	3,920.00			299.88		
Ehrig, Stacie	Reading Specialist	7,262.50			555.59		
Eplion, Tammy	3rd Grade Teacher	6,195.00			473.94		
Fadse, Patricia	General Curriculum	7,350.00			562.28		
Fonder, Ann	1st Grade Teacher	3,675.00			281.13		
Gray, Bethany	4th Grade Teacher	7,350.00			562.28		
Hall, Kelly	Secretary	2,841.15			194.44		
Hawrylin, Christine	2nd Grade Teacher	7,350.00			562.28		
Hedrick, Sarah	ELL Teacher	6,674.50			510.60		
Holland-Deskins,	1st Grade Teacher	7,350.00			562.28		

Sherrial							
McGhee, Ann	ELL Teacher	6,615.00			506.05		
Montano, JoAnn	3rd Grade Teacher	7,105.00			543.53		
O'Connor, Ellen	2nd Grade Teacher	7,350.00			562.28		
Paderick, Mary	Librarian	7,350.00			562.28		
Picard, Stephanie	5th Grade Teacher	7,017.50			536.84		
Stinson, Jane	4th Grade Teacher	6,860.00			524.79		
Stover, Mary	4th Grade Teacher	6,860.00			524.79		

Swanson, Rhonda	3rd Grade Teacher	7,350.00			562.28		
Temple, Kathryn	1st Grade Teacher	6,615.00			506.05		
Wilburn, Brian	2nd Grade Teacher	3,920.00			299.88		
Wray, Brittany	ELL Assistant	1,771.20			135.50		
STEAM Teachers		17,398.50			1330.99		
	TOTAL:	179990.35	149991.96	29998.39	13746.50	11455.42	2291.08

Hurt Park Elementary School

Name of Individual	Project Role	Wages Earned	State	Local	FICA/Medicare	State	Local
Altizer, Lisa W	1st Grade Teacher	3,920.00			299.88		
Belcher, Micki M	Reading Specialist	7,262.50			555.59		
Boone, Emily E	3rd Grade Teacher	2,450.00			187.42		
Bryant, Nicole H	Librarian	4,165.00			318.62		
Campbell, Kathleen J	1st Grade Teacher	7,350.00			562.28		
Guffey, Jennifer D	3rd Grade Teacher	3,920.00			299.88		
Holt, Amy S	3rd Grade Teacher	4,348.75			332.67		
Horne, Deborah L	2nd Grade Teacher	3,430.00			262.39		
Howell, Margaret R	Librarian	3,675.00			281.14		
Ingram, Stephanie R	1st Grade Teacher	2,695.00			206.17		
Jeffries, Belinda L	Secretary	2,541.50			194.44		
King, Stephane A	2nd Grade Teacher	6,125.00			468.57		
Lawson, Mary	1st Grade Teacher	3,675.00			281.13		
Loftin, Matilda B	4th Grade Teacher	7,350.00			562.28		
Lyle, Jordan R	3rd Grade Teacher	3,675.00			281.16		
Miller, Kimberly S	1st Grade Teacher	6,860.00			524.79		

Overstreet, Amanda J	Instructional Assistant	1,660.50			127.03		
Ramirez, Maryanne L	3rd Grade Teacher	3,675.00			281.13		
Ratell, Jeremy J	5th Grade Teacher	6,615.00			506.04		
Sojka, Joanna O	ELL Teacher	7,350.00			562.28		
Stanley, Scott A	5th Grade Teacher	6,860.00			524.79		
Sweet, Elizabeth C	4th Grade Teacher	3,920.00			299.88		
Vandenberg, Daniel T	4th Grade Teacher	3,675.00			281.13		
STEAM Teachers		17,398.50			1330.99		
TOTAL:		124,596.75	103,830.63	20766.12	9531.68	7943.07	1588.61

Roanoke Academy for Math and Science and Lincoln Terrace							
Name of Individual	Project Role	Wages Earned	State	Local	FICA/Medicare	State	Local
Barnes, Kari N	Librarian	3,430.00			262.40		
Bell, Dana M	Reading Specialist	7,262.50			555.59		
Bonds, Pauline V	5th Grade Teacher	3,675.00			281.13		
Critzler, Kayleigh E	3rd Grade Teacher	7,350.00			562.28		
Doane, Kimberly L	1st Grade Teacher	6,125.00			562.28		
Dowe, Pawnee G	1st Grade Teacher	6,125.00			468.60		
Jackson, Robin A	Secretary	2,890.00			221.16		
Lafferty, Morgan A	Librarian	3,430.00			262.40		
LaPradd, Alisha	2nd Grade Teacher	6,370.00			487.30		
Link, Kostayne E	4th Grade Teacher	3,920.00			299.88		
Love-Gray, Sarah	3rd Grade Teacher	6,860.00			524.80		
Morgan, Paula L	4th Grade Teacher	7,105.00			543.54		
Reaves, Keiara L	2nd Grade Teacher	7,350.00			562.28		
Rhodes, Sheilia R	4th Grade Teacher	6,615.00			506.05		

Roberts, Tamara G	5th Grade Teacher	3,570.00			273.10		
Smusz, Samantha M	3rd Grade Teacher	6,860.00			524.79		
Thorpe, Robin D	5th Grade Teacher	7,350.00			562.28		
STEAM Teachers		17,398.50			1330.99		
TOTAL:		113686.00	94738.33	18947.67	8790.85	7325.71	1465.14

Westside Elementary School							
Name of Individual	Project Role	Wages Earned	State	Local	FICA/Medicare	State	Local
Amos, Rebekah M	5th grade Teacher	3,675.00			281.14		
Arthur, Megan DT	Reading Specialist	7,350.00			562.28		
Bean, Cory H	5th grade Teacher	7,157.50			547.55		
Benson, Myra D	5th grade Teacher	5,591.25			427.73		
Benton, Amanda J	3rd Grade Teacher	3,920.00			299.88		
Blair, Gordon R	3rd Grade Teacher	5,145.00			393.59		
Blandy, Jessica C	Librarian	7,105.00			543.53		
Boyd, Bonnie S	1st Grade Teacher	3,956.14			302.64		
Cooke, Joseph M	5th grade Teacher	7,332.50			560.94		
Dianas, Christopher M	1st Grade Teacher	4,219.88			322.82		
Dolan, Alison E	1st Grade Teacher	7,350.00			562.28		
Franklin, Ingrid M	2nd Grade Teacher	7,350.00			562.28		
Galbreath, Angela M	3rd Grade Teacher	7,350.00			562.28		
Gibson, Jessica M	3rd Grade Teacher	6,982.50			534.16		
Gliniecki, Susan G	1st Grade Teacher	6,593.56			504.41		
Gray, Allison	4th Grade Teacher	3,535.00			270.43		
Gray, Sarah	2nd Grade Teacher	6,125.00			468.56		
Guess, Natasha S	Secretary	2,886.00			220.78		
Hager, Regina A	ELL Teacher	7,350.00			562.28		
Hamilton, Shaun M	4th Grade Teacher	3,762.50			287.83		
Hanes, Carrie J	2nd Grade Teacher	6,860.00			524.79		

Hubbard, Ryann E	Instructional Asst.	1,561.50			119.45		
Jensen, Nichole M P	5th grade Teacher	3,447.50			263.73		
Keffer, Nora G	2nd Grade Teacher	6,103.76			466.94		
Lewis, Melba W	ELL Assistant	1,966.77			150.46		
Malina, Lillian E	ELL Teacher	7,350.00			562.28		
Martin, Kristi L	4th Grade Teacher	7,350.00			562.28		
Meyer, Tabatha E	4th Grade Teacher	3,920.00			299.88		
Millender, Leah G	2nd Grade Teacher	7,175.00			548.89		
Parker, Christina R	2nd Grade Teacher	7,350.00			562.28		
Rhodes, Rhonda C	3rd Grade Teacher	7,350.00			562.28		
Roberts, Eric L	4th Grade Teacher	3,675.00			281.14		
Schmidt, Mary-Katherine	3rd Grade Teacher	7,105.00			543.53		
Sparks, Laura A	1st Grade Teacher	3,504.01			268.06		
Spaulding, Jessica	1st Grade Teacher	3,956.14			302.64		
Villalobos, Tamesha L	4th Grade Teacher	7,350.00			562.28		
Workman, Laura A	1st Grade Teacher	7,350.00			562.28		
STEAM Teachers		17,398.50			1330.99		
	TOTAL	225510.01	187925.01	37585	17251.57	14376.31	3145.26

STEM Teachers For All 4 Sites

Name of Individual	Project Role	Wages Earned	State / Local	FICA/Medicare	State / Local
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Anderson, Rachel D	STEM Teacher	1950		149.18	
Beck, Lauren S	STEM Teacher	1960		149.94	
Chastang, Haley J	STEM Teacher	2000		153	
Childress, Cassy F	STEM Teacher	3920		299.88	
Dalton, Wanda E	STEM Teacher	2940		224.91	
Dickenson, George N	STEM Teacher	1960		149.94	
Ferguson, Christie M	STEM Teacher	1610		123.17	
Fernatt, Melissa E	STEM Teacher	1525		116.66	
Gordon, Jason T	STEM Teacher	2500		191.25	
Groff, Channing N	STEM Teacher	2570		196.61	
Hill, April T	STEM Teacher	4060		310.59	
Huff, Stephanie A	STEM Teacher	4200		321.3	
Jeffries, Quanya D	STEM Teacher	3360		257.04	
Lloyd, Anette M	STEM Teacher	840		64.26	
Marshall, Heather M	STEM Teacher	1355		103.66	
Morrisette, Susan H	STEM Teacher	1540		117.81	
Pack, Tonnie A	STEM Teacher	3935		301.03	
Painter, Rhonda C	STEM Teacher	3780		289.17	
Ring, Ellen A	STEM Teacher	1400		107.1	
Shamy, Jennifer A	STEM Teacher	4185		320.15	
Sherry, Justin M	STEM Teacher	3500		267.75	
Snyder, Karen K	STEM Teacher	1260		96.39	
Spencer, Kevin S	STEM Teacher	3780		289.17	
Thoemke, Schuyler E	STEM Teacher	2744		209.92	
Thorne, Shauna S	STEM Teacher	2940		224.91	
Turner, Lenora A	STEM Teacher	1540		117.81	
Wilkinson, Joshua S	STEM Teacher	2240		171.36	
		69594	57995 / 11599	5323.96	4436.63 / 887.33

3000 Purchased /Contractual Services

Name	Services Rendered	Costs Incurred	State	Fallon and Garden City		Hurt Park	RAMS and Lincoln Terrace	Westside
				Local	State / Local	State / Local	State / Local	State / Local
Carpenter, Robin	Math Curriculum 50 hrs.	\$1,200.00	100 0	200	250 / 50	250 / 50	250 / 50	250 / 50
Duffy, Amy	Math Curriculum 50 hrs.	\$1,200.00	100 0	200	250 / 50	250 / 50	250 / 50	250 / 50
Everett, Carley	Math Curriculum 10 hrs.	\$240.00	200	40	50 / 10	50 / 10	50 / 10	50 / 10
Leslie, Leigh	English Curriculum 90 hrs.	\$2,160.00	180 0	360	450 / 90	450 / 90	450 / 90	450 / 90
Picard, Stephanie	Math Curriculum 10 hrs.	\$240.00	200	40	50 / 10	50 / 10	50 / 10	50 / 10
Sandzimier, Julie	English Curriculum 90 hrs.	\$2,160.00	180 0	360	450 / 90	450 / 90	450 / 90	450 / 90
Sterne, Katherin	English Curriculum 90 hrs.	\$2,160.00	180 0	360	450 / 90	450 / 90	450 / 90	450 / 90
Stinson, Jane	Math Curriculum 10 hrs.	\$240.00	200	40	50 / 10	50 / 10	50 / 10	50 / 10
Sutherland, Teresa	Math Curriculum 10 hrs.	\$240.00	200	40	50 / 10	50 / 10	50 / 10	50 / 10
Tresky, Kim	Math Curriculum 50 hrs.	\$1,200.00	100 0	200	250 / 50	250 / 50	250 / 50	250 / 50
Whitaker, Jeanne	Math Curriculum 10 hrs.	\$240.00	200	40	50 / 10	50 / 10	50 / 10	50 / 10
Roanoke Children's	Rapunzel Tour	\$2,800.00	233	467	583 / 117	583 / 117	583 / 117	583 / 117

Theatre			3					
Roanoke Cty Parks and Recreation	Swimming	\$1,104.00	920	184		230 / 46	230 / 46	230 / 46
		\$15,184.00	126	2531				
		0	53					

		Costs Incurred	State	Local
Mountain Valley Transportation	Bus Transportation for:			
	Roanoke Academy	16218.86	13515.72	2703.14
	Westside Elementary	32355.04	26962.53	5392.51
	Hurt Park	12563.08	10469.23	2093.85
	Fallon Park	17071.94	14226.62	2845.32
	Total	78208.92	65174.10	13034.82

4000 – Internal Services

We did not have any expenses in this category.

5000 – Other Services

We did not have any expenses in this category.

6000 Materials and Supplies

Vendor or Product	FALLON and Garden City	State	Local	HURT PARK	State	Local	ROANOKE ACADEMY and Lincoln Terrace	State	Local	WESTSIDE	State	Local
Paper	59.06			59.06			53.18			106.36		
Li Wan (Chopsticks)	4.32			4.32			4.32			4.32		
AC Moore	2.4			2.4			2.4			2.4		
SAMS Direct	81.77			81.77			81.77			81.77		
Scholastic, Inc.	9.18			9.18			9.18			9.18		
Toys R Us	22.5			22.5			22.5			22.5		
Dollar Tree	101.22			101.22			101.22			101.22		
Family Dollar	15.46			15.46			15.46			15.46		
Plank Road Publishing	14.32			14.32			14.32			14.32		
Dinah Might Adventures	82.85			82.85			82.85			82.85		
Oriental Trading	10.37			10.37			10.37			10.37		
Musician's Friend	71.5			71.5			71.5			71.5		
Wal Mart	334.71			334.71			334.71			334.71		
Staples	1467.45			957.2			1199.07			1899.94		
Barnes and Noble	490.3			490.3			490.3			490.3		
School Specialty	392.3			392.3			392.3			392.3		
TOTAL:	3159.71	2633.09	526.62	2649.46	2207.88	441.58	2885.45	2404.54	480.91	3639.5	3032.9	606.58
GRAND TOTALS:	12334.12	10278.4	2055.69									

APPENDIX A

Program Authorization and Reporting Requirements in the 2015 Appropriation Act Item 135 R (Regular Session, 2015)

R. Targeted Extended School Year Payments

1. Out of this appropriation, \$1,000,000 the first year from the general fund is provided for start-up grants of up to \$300,000 per school per year, depending on the extended school year model adopted. First priority shall be given to the school divisions awarded planning grants in fiscal year 2014 and the College Readiness Center pilot. Next priority shall be given to schools based on need, relative to the most current state accreditation ratings or similar federal designations.

2. Out of this appropriation, \$7,150,000 the second year from the general fund is provided for a targeted extended school year incentive in order to improve student achievement. Annual start-up grants of up to \$300,000 per school may be awarded for a period of up to two years after the initial implementation year. The per school amount may be up to \$400,000 in the case of schools that have a Denied Accreditation status. After the third consecutive year of successful participation, an eligible school's grant amount shall be based on a shared split of the grant between the state and participating school division's local composite index. Such continuing schools shall remain eligible to receive a grant based on the 2012 JLARC Review of Year Round Schools' researched base findings.

3. Except for school divisions with schools that are in Denied Accreditation status, any other school division applying for such a grant shall be required to provide a twenty percent local match to the grant amount received from either an extended year start-up or planning grant in the second year.

4. In the case of any school division with schools that are in Denied Accreditation status that apply for funds, the school division shall also consult with the Superintendent of Public Instruction or designee on all recommendations regarding instructional programs or instructional personnel prior to submission to the local board for approval.

5. Out of this appropriation, \$613,312 each year from the general fund is provided for planning grants of no more than \$50,000 each for local school divisions pursuing the creation of new year-round school programs for divisions or individual schools in support of the findings from the 2012 JLARC Review of Year Round Schools. School divisions must submit applications to the Department of Education by August 1 of each year. Priority shall be given to schools based on need, relative to the state accreditation ratings or similar federal designations. Applications shall include evidence of commitment to pursue implementation in the upcoming school year. If balances exist, existing extended school year programs may be eligible to apply for remaining funds.

6. A school division that has been awarded an extended school year start-up grant, a year-round program start-up grant, or an extended year planning grant for the development of an extended year or a new year-round program may spend the awarded grant over two consecutive fiscal years.

7. a) *Any such school division receiving funding from a Targeted Extended School Year grant shall provide an annual progress report to the Department of Education that evaluates end of year success of the extended year or year-round model implemented as compared to the prior school year performance as measured by an appropriate evaluation matrix no later than August 1 each year.*

b) *The Department of Education shall develop such evaluation matrix that would be appropriate for a comprehensive evaluation for such models implemented. Further, the Department of Education is directed to submit the annual progress reports from the participating school divisions and an executive summary of the program's overall status and levels of measured success to the Chairmen of House Appropriations and Senate Finance Committees no later than October 1 each year.*

8. *Any funds remaining in this paragraph following grant awards may be disbursed by the Department of Education as grants to school divisions to support innovative approaches to instructional delivery or school governance models.*

APPENDIX B

Superintendent's Memo #153-15



COMMONWEALTH of VIRGINIA

Department of Education

June 19, 2015

TO: Division Superintendents

FROM: Steven R. Staples, Superintendent of Public Instruction

SUBJECT: Fiscal Year 2016 Planning and Start-Up Grants for Extended School Year or Year-Round School Programs

The 2015 Appropriation Act included funding for planning grants and start-up grants to assist interested school divisions in planning to establish extended year or year-round school programs or in implementing year-round or extended year programs in support of the findings from the 2012 Joint Legislative Audit and Review Commission (JLARC) report, [Review of Year-Round Schools](#).

Planning grant funds total \$613,312 for divisions or individual schools pursuing the creation of new year-round or extended year school programs. School divisions may apply for planning grants of no more than \$50,000 each for the division or individual schools. The Appropriation Act requires priority to be given to schools based on need, relative to the state accreditation ratings or similar federal designations. Applications must include evidence of commitment to pursue implementation in the subsequent (2016-2017) school year. If balances exist in planning grant funds, existing extended school year programs may be eligible to apply for remaining funds or funds may be dispersed as grants to school divisions to support innovative approaches to instructional delivery or school governance models.

Start-Up grant funds total \$7,150,000 to implement new extended school year or year-round school programs opening in either the 2015-2016 or 2016-2017 school year. Annual start-up grants of up to \$300,000 per extended school year or year-round school may be awarded for a period of up to two years after the initial implementation year. In addition, funds awarded may be spent over two years. The annual per school amount may be up to \$400,000 in the case of schools Denied Accreditation. If funds remain after grants have been awarded, funds may be dispersed as grants to school divisions to support innovative approaches to instructional delivery or school governance models.

Recipients of either a planning or start-up grant, except for school divisions with schools in Denied Accreditation status, must provide a twenty percent local match to the state

grant amount awarded. In the case of any school division with schools in Denied Accreditation status that apply for funds, the school division must consult with the Superintendent of Public Instruction or designee on all recommendations regarding instructional programs or instructional personnel prior to submission to the local board for approval. For the specific budget language regarding planning or start-up grants, see [Item 135.R](#) of the 2015 Appropriation Act.

To be considered for selection for either a planning grant or a start-up grant, applicants must submit a complete response addressing all application requirements. You will find links for the instructions and application below. Start-up grant applicants should refer to Attachments A and B, planning grant applicants should refer to Attachments C and D. Attachment E is background information on data that will be collected from all grant recipients for the duration of the grant.

All school divisions applying for either a planning grant or a start-up grant must submit a completed PDF of the relevant application by 5 p.m. July 24, 2015, to the Virginia Department of Education, Division of Instruction, at instruction@doe.virginia.gov. Applications that are not received by the deadline may not be considered.

If you have any questions about the application process, please contact Dr. John W. “Billy” Haun at Billy.Haun@doe.virginia.gov or 804-225-2034.

SRS/JWH/oml

Attachments:

1. [Instructions - FY 2016 Start-up Grant for an Extended School Year or Year-Round School Application](#) (Word)
2. [Application – FY 2015-2016 Start-Up Grant for Extended School Year \(Year-Round\) School Programs](#) (Word)
3. [Instructions - FY 2015-2016 Planning Grant for the Development of New Year-Round School Programs for School Divisions or Individual Schools](#) (Word)
4. [Application – FY 2015-2016 Planning Grant for the Development of New Year-Round School Programs for School Divisions or Individual Schools](#) (Word)
5. [Year Round Education and Extended School Year Annual Report Evaluation Matrix](#) (Word)

Appendix C

Year Round Education and Extended School Year Annual Report Evaluation Matrix

Division Name:

School Name:

COMPARISON YEAR (SCHOOL YEAR PRIOR TO YEAR-ROUND OR EXTENDED YEAR IMPLEMENTATION)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil
INTERVENTION YEAR 1 (REPEAT MATRIX FOR EACH SCHOOL YEAR YEAR-ROUND OR EXTENDED YEAR IS IN EFFECT)											
Student Achievement*				Average Daily Attendance		Teacher Retention	Students on Grade Level	Class Size	Student Behavior		Costs
All Students (N)	Subgroup 1 (N)	Subgroup 2 (N)	Subgroup 3 (N)	Teacher	Student	%	%	Avg	# Incidents	# Offenders	Cost per Pupil

*Divisions/Schools will determine the definition and metric for student achievement based on the students participating in year-round or extended year school so long as any metric identified is consistently measured in both the comparison and intervention years. Divisions/Schools will also determine the subgroups in which to measure student achievement. These may include, but are not limited to, minority students, ESL students, or students with disabilities. Please complete one matrix for each school.

APPENDIX D

Mean Scaled Reading and Math SOL Scores for Students Participating in Year Round or Extended School Year Program by Program

Program ¹	Scaled Reading SOL Scores			Scaled Math SOL Scores		
	2014-2015	2015-2016	Trend	2014-2015	2015-2016	Trend
Albemarle County	448.47	464.89	↑	400.80	428.40	↑
Bristol City	409.13	415.37	↑	435.87	449.03	↑
Henrico County	431.05	430.96	↔	426.38	426.73	↑
Lynchburg	390.99	401.80	↑	390.44	395.16	↑
Newport News	376.84	381.58	↑	390.60	394.92	↑
Loudon County	446.84	480.04	↑	426.44	471.28	↑
Petersburg City	398.32	397.30	↔	402.47	391.08	↓
Radford City	397.17	409.16	↑	394.98	399.59	↑
Roanoke City	390.05	404.00	↑	427.02	436.37	↑

¹ Manassas Park City data were excluded from this analysis, as VDOE was unable to determine which students were exposed to intersessions as part of their Extended School Year program.