

**Coronado Schools Foundation**  
**BLOCK GRANT**  
**Spending Proposal**  
**FY 2010-11**

**School Name:** Village Elementary

**Principal:** Ms. Deeba Zaher

**Assistant Principal:** Tom Bevilacqua

**Year:** For School Year 2011-12

**Total Block Grant Amount:** \$54,459

**1. Names of Block Grant Committee members**

- **Strategic Planning/CSF Block Grant Committee** (representatives from K-5 teachers, special education teachers, school secretaries, ASE teachers, specials teachers, and administration)
  - Cindy Schneider; Kelly Fortson; Danielle Bartels; Art Sawi; Kathy Shady; Steve Patrick; Diane Williams; Jesse Collins; Erik Elderson; Pamela Silk; Tom Bevilacqua; Deeba Zaher
- **Leadership Team** (representatives from K-5 teachers, special education teachers, and administration)
  - Eileen Farrell; Danielle Bartels; Kathy Shady; Annette Tickner; Jesse Collins; Tom Bevilacqua; Deeba Zaher
- **All K-5 Teachers**

**2. Describe main areas funds will be spent on, especially in relation to the strategic plan and/or program support.**

See Attachments A & B

- 3. The Board of Directors appreciates your feedback and will continue to make adjustments to the funding to ensure it funds those programs with the greatest need. Please comment if the current CSF funding guidelines are meeting your site's academic needs.**

The revised Block Grant guidelines continue to support our site Strategic Plan. The funding that comes from the hard work and effort on the foundation's part helps us continue to improve our teaching practices for the benefit of all Village and ECDC students, as well as provide dynamic enrichment opportunities for all students.

- 4. Briefly describe plans for publicizing funded items to teachers at your site as well as to parents and community. The more teachers are telling students and parents of the impact on CSF funding, the more the parents tend to give. Newsletter, e-mails, and announcements at school events that CSF funding has benefitted are excellent ways to get the word out. If you have items that need additional CSF decals, please contact Executive Assistant Megan Stanley.**

We let our parents and community know about the generosity of the CSF through our PATT meetings/minutes, with parents and staff during our School Site Council meetings, tours for CSF Life Members and significant supporters, announcements at parent/public attended events, and planned Eagle/Journal articles outlining CSF support for Village/ECDC students.

## Attachment A

### **Coronado Schools Foundation Block Grant Spending Plan Village Elementary School 2011-12**

Village Elementary School (which includes the Early Childhood Development Center; ECDC) is proposing a spending plan from our allocated CSF Block Grant of \$54,459.00 for the 2011-12 school year. These funds would directly support our Site-Strategic Plan as it applies to Language Arts: Reading/Writing/Thinking, Mathematics, Technology, and *Character Counts* for **Pre-School – Fifth Grade**.

#### **Funding**

The CSF Block Grant would assist all Pre-K-5 teachers, including special education, in deeper learning and application of best practices in reading/writing/thinking. Teachers would build on the past five years of professional development in this area, further improving their instruction to build students' competence in reading comprehension, writing, and higher-order thinking. Also, improving teaching practice around mathematics, technology, and *Character Counts* will be a focus this coming school year. This would all be accomplished through professional development that best meets the teachers/grade level needs.

This funding would:

- provide partial funding for enrichment classes for students in the area of Library Instruction and full funding for the Wheel (*Character Counts*, nutrition/health, environmental studies/garden) using balanced literacy instructional strategies imbedded in each lesson.
- provide for professional development via weekly professional learning community collaboration time for K-5 teachers on specific reading comprehension, writing strategies, and higher-order thinking skills, mathematics, technology, and *Character Counts* throughout the 2011-12 school year
- provide release time for teachers to observe colleagues in the active classroom, as well as peer modeling and coaching

## Attachment A

- improve assessment methods for reading comprehension, writing, and thinking during PLCs
- provide research-based professional literature for Village teachers
- provide student books for read alouds, shared reading, guided reading, and independent reading that support the learning
- provide software to be used with new technology tools
- provide specialized computer software and communication devices for social communication for students with special needs, and a “Weekly Reader” subscription for special needs students’ literacy needs
- provide classroom materials to be used by the students and teachers depending on each grade level’s needs.

### Outcomes

All Kindergarten through Fifth Grade students would benefit directly from the CSF Block Grant. As a result of teachers’ improved practice to provide outstanding reading and writing instruction across the curriculum, students will:

- become more independent readers, writers, and thinkers through English language arts, mathematics, technology, visual and performing arts, and building character through *Character Counts*
- become more critical, analytical thinkers, readers, writers, speakers, listeners, and problem solvers
- become more motivated to read, write, calculate
- effectively read a variety of text and be able to respond to the text
- have deeper level conversations with peers and teachers about what they read
- be able to identify universal themes in the text
- learn how to care for our environment/planet and grow our own food

Other outcomes could include continuing to achieve high standardized test scores, narrowing of achievement gaps, and teachers being able to use professional learning community time differently and more effectively to improve and differentiate instruction for students.

### Assessment

Assessment of students’ progress in reading comprehension and writing would be ongoing both formally, informally, and formative. Assessment guides the teachers’ instruction based on individual student needs. Formal assessments include: DRA2, Seminar End of Unit assessment, Houghton Mifflin (adopted reading text) weekly, and theme/unit assessments. Informal methods include teacher observations, anecdotal notes,

running records, etc. via read alouds, shared reading, guided reading, and independent reading conferences. Formative would be MAP for a select portion of the student body. MAP would allow students to receive immediate feedback as to what they know and where to proceed in order to work toward proficiency.

## Attachment A

### Budget

The CSF Block Grant would fund the following:

- \$21,000 for an enrichment teacher, who would serve two roles in supporting our Site-Strategic Plan. This same position (formally literacy support) was funded in total last school year, by the CSF Block Grant, as well. The focus has shifted to a trimester wheel of *Character Counts*, Nutrition/Health, and Environmental Studies/Gardens using balanced literacy instructional strategies imbedded in each lesson. This teacher would work directly with all students throughout the school year in a wheel model – one topic each trimester - which would include *Character Counts*, Health/Nutrition, and Environmental Studies/Gardens in grades Kindergarten through Fifth Grade. She would also provide release time for the teachers as part of our Specials, in order for the teachers to collaborate weekly in professional learning communities.
- \$18,000 toward teacher professional development, trainings, workshops, technology training, professional materials, student literature, consultants, classroom materials, and substitute teachers to be used by teachers based on student needs in Grades K-5. Like last school year, CSF funding is a major source for professional development for our teachers. Keeping our teachers at the top of their craft through professional development benefits not only the teachers in these tough budgetary times, but ultimately benefits the students, as well.
- \$8000.00 toward our Library Technician (total funding: \$16,000; \$8000 in additional monies coming from SLIP), who would serve two roles in supporting our Site-Strategic Plan. This teacher would work directly with all students throughout the school year language arts in Kindergarten through Fifth Grades. She would also provide release time for the teachers as part of our Specials, in order for the teachers to collaborate weekly in professional learning communities.
- \$4000.00 (designated donation) for first grade teachers. These funds may be used to ensure all first grades have enough classroom materials for the year. Any additional funds may be spent according to the teachers based on student needs.
- \$765.00 (including \$580 in designated donations) specifically toward Technology Software (i.e. apps for iPod Touches, etc.)
- \$1028.00 toward the ECDC Pre-School (see attachment B)

- \$1,000.00 (designated donation) toward special education curriculum materials at Village.
- \$666.00 toward special education curriculum materials at ECDC.

**Total Proposed CSF Block Grant Spending: \$54,459.00 (including pre-school)**

## **Attachment B**

### **Coronado Schools Foundation Block Grant Spending Plan Village Preschool 2011-12**

#### **Outcomes**

All preschool students would benefit directly from the CSF Block Grant. Materials and supplies purchased for Village Preschool would help the teacher build a foundation to ensure success in kindergarten and grades beyond.

#### **Assessment**

Each student in preschool is assessed annually on a variety of readiness skills. Results of these assessments are communicated to parents. This data collection is state-wide.

#### **Budget**

The CSF Block Grant would fund the following:

- \$1028.00 toward materials and supplies to support the preschool curriculum, especially in the area of early literacy.

**Total proposed CSF Block Grant Spending for Village Preschool: \$1028.00**

## 2011-12 Block Grant Spending Plan

Date: May 25, 2011

School: Village Elementary/ECDC	Project/Program	# of Students Served	Grade/Dept.(if applicable)	\$ Amount	Amount spent in this category last year	Project or Program Explanation/Justification:	Supported by Site Strategic Plan?
1	Enrichment Teacher - Specials	910	K-5th	\$21,000	20969	see Attachment A	Yes
2	Enrichment Teacher - Library (partial funding)	910	K-5th	\$8,000	0	see Attachment A	Yes
3	Technology Software (including	910	K-5th	\$765	0	see Attachment A	Yes
4	First Grade Teachers (designated donation)	136	1st	\$4,000	0	see Attachment A	Yes
5	Professional Development, Technology Training, Professional and Classroom Materials, Books, Substitute Teachers	910	K-5th	\$18,000	15000	see Attachment A	Yes
6	Special Education Literacy Curriculum and Communication Support At Village (3 teachers)	75	1st-5th	\$1,000		see Attachment A	Yes
7	Literacy Materials and Supplies for Village Preschool	24	Pre-School	\$1,028	844	see Attachment B	Yes
8	Special Education Literacy Curriculum and Communication Support At ECDC (2 teachers)	25	Pre-K-K	\$666	0	see Attachment A	Yes
<b>Totals:</b>				<b>\$54,459</b>	<b>\$51,969</b>		

# Coronado Schools Foundation – LIPP REQUEST

Lipp Family Foundation Grant, Fall 2011  
*Focus: Math and Science*  
*(And Music at the Elementary Grade Levels)*

**School:** Village Elementary

**Principal:** Ms. Deeba Zaher

**Date Completed:** 5.25.11

**Lipp Grant Awarded:** \$: 9000

**Grant Focus:** VAPA-Music

1. **Which school members (name/title) were involved in determining fund distribution in the areas of math and science?**
  - **Strategic Planning/CSF Block Grant Committee** (representatives from K-5 teachers, special education teachers, school secretaries, ASE teachers, specials teachers, and administration)
    - Cindy Schneider; Kelly Fortson; Danielle Bartels; Art Sawi; Kathy Shady; Steve Patrick; Diane Williams; Jesse Collins; Erik Elderson; Pamela Silk; Tom Bevilacqua; Deeba Zaher
  - **Leadership Team** (representatives from K-5 teachers, special education teachers, and administration)
    - Eileen Farrell; Danielle Bartels; Kathy Shady; Annette Tickner; Jesse Collins; Tom Bevilacqua; Deeba Zaher
  - **All K-5 Teachers**

1. **Describe the focus for the funding in each area and why it is needed.**

The focus of this funding at our site will be to have an ongoing VAPA-Music program for grades K-5. The funding will contribute significantly towards the salary of our VAPA-Music Lab instructor. Every student at the ECDC and Village meet bi-weekly with the VAPA-Music Lab instructor. This program will allow for students to enrich and extend their regular classroom music instruction with standards-based music lessons which include music appreciation, singing, performing, literacy, and band for grades 4 and 5 students. In this manner, music can more meaningfully and practically "come alive" for our students. By extending VAPA-Music through all grades, this will help support our Strategic Plan through teacher collaborations in our PLCs with our new Literacy goals, professional development, and teacher planning time this school year. Research shows that music enhances mathematics and science learning with a direct correlation to the brain – tapping into that whole right brain/left brain connection. With many school districts across the state as well as the nation eliminating music programs, how fortunate our district is to have The LIPP Family Trustees, whose grant is intended to enhance math and science, understand the direct correlation music has to these areas. VAPA-Music is an important part of our overall instruction, as we at Village believe in teaching to the whole-child.

**2. State how you your school would foresee thanking the trustees of the Foundation, coordinating efforts with CSF? We are looking for creative ways to get the word out to parents and the community.**

We would foresee thanking the LIPP Foundation formally via both staff and student letters of appreciation, as well as re-naming and celebrating the classroom where this enrichment program is located as "The LIPP Family VAPA-Music Lab". We would also announce at Back to School events and PATT meetings.

**3. The trustees visited CHS this year. For planning purposes for the next school year and based on the purpose of the grant requested, please state what the trustees would see during their visit.**

The trustees would see actively engaged happy students listening to music for appreciation, singing songs from many different genres and eras, reading books that pertain to the music lessons, and performing in musicals on our stage for parents and community. During this time, while students are participating in VAPA-Music, they would also see classroom teachers meeting together in professional learning communities to improve curriculum and instruction.

**4. What areas do you see in math or science that will require future funding to continue the CUSD tradition of academic excellence?**

We would require similar annual funding to maintain our VAPA-Music program as described.

**5. If CSF has additional questions, who is our contact person (include e-mail and telephone number as well)?**

For additional questions, CSF would contact Deeba Zaher, principal at 619.522.8915 or [deeba.zaher@coronado.k12.ca.us](mailto:deeba.zaher@coronado.k12.ca.us)

<b>Project</b>	<b>What will be funded/purchased</b>	<b>Grade(s) impacted</b>	<b>Cost each</b>	<b>Cost total</b>
California Standards Based Program for Grades K-5 VAPA-Music Program	Partial Funding for One VAPA-Music Lab Instructor for Grades K-5 for the 2011-12 School Year	Kindergarten through Fifth Grade (approximately 910 students)	\$9000 (partial cost for salary)	\$21,000 (\$12,000 in additional monies coming from SLIP)