

PART II: LEA APPLICATION
Title I School Improvement Funds
School Improvement Grant Application
May 1, 2010-- September 30, 2013

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PART II: LEA APPLICATION
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SCHOOL YEAR <u>2010-2013</u>		
Name of School District: Bradford Special School District		
Address: P. O. Box 220 106 West Front Street	City, State and Zip Code: Bradford, TN 38316	
Area Code/Telephone Number: 731-742-3180	Area Code/Fax Number: 731-742-3994	
District Grant Contact Person Jerry Diviney	Title: Federal Program Director	
Address: P. O. Box 220 106 West Front Street	City, State and Zip Code: Bradford, TN 38316	
Telephone No.: 731-742-3180	Fax No.: 731-742-3994	E-Mail: divineyj@k12tn.net
A. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.		
<p>The LEA must assure that it will—</p> <ol style="list-style-type: none"> 1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements; 2) Modify its practices and policies as necessary to enable its schools to implement the interventions fully and effectively; 3) Establish annual goals for student achievement on the SDE’s assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SDE) to hold accountable its Tier III schools that receive school improvement funds; 4) If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; 5) Report to the SDE the school-level data required under section III of the final requirements; 6) The requirement that School Improvement Funds will be used only to supplement and not supplant; federal, state, and local funds a school or school district would otherwise receive; 7) The lower-tier certification covering lobbying and debarment/suspension under 34 		

CFR Parts 82 and 85;

- 8) Participation in evaluation studies conducted by the U.S. Department of Education, the Tennessee Department of Education, and the local school district;
- 9) Completing and submitting an end of the year written report to the Tennessee Department of Education documenting the use of these funds and the impact it has on school improvement.

10) ARRA funds (Title I-A) <ul style="list-style-type: none"> A. Comply with all applicable laws and regulations including any directives or requirements from the Tennessee Recovery Act Management (TRAM) Office; B. Submit reporting requirements as specified by federal and state laws, regulations and/or policies; C. Track all ARRA funds and expenditures in separate budget accounts and categories as required. 		
Print Name of Director of Schools (or designee): Dan Black	Signature of Director of Schools (or designee):	Date
Print Name of Board Chair: Don Lannom	Signature of Board Chair	Date

Signatures of the NCLB Field Service Consultant and the local Title I director indicate the proposed plan verifies that the application addresses the designated purposes for the use of these School Improvement funds.

The School Improvement funds are appropriately allocated. The proposal is in substantially approvable form. The application will be forwarded to the Office of Federal Programs in Nashville for final approval.

Name of School District: Bradford Special School District		
Title I Director's Name: Jerry Diviney	Title I Director's Signature:	Date
NCLB Field Service Consultant's Name: Iris Hubbard	NCLB Field Service Consultant's Signature:	Date

Review and Initial Approval Signature Page

If multiple schools are applying, complete the table below for each school with the signatures of the assigned Exemplary Educator, AGE, or STAT. The signature indicates awareness, not agreement with the application. (Copy and paste as many signature tables as necessary.)

School Name: Bradford Special School District		
Exemplary Educator/AGE Name: Glen Fesmire	Exemplary Educator/AGE Signature:	Date
STAT Name:	STAT's Signature:	Date

School Name: Bradford Special School District		
Exemplary Educator/AGE Name: Glen Fesmire	Exemplary Educator/AGE Signature:	Date
STAT Name:	STAT's Signature:	Date

School Name: Bradford Special School District		
Exemplary Educator/AGE Name: Glen Fesmire	Exemplary Educator/AGE Signature:	Date
STAT Name:	STAT's Signature:	Date

School Name: Bradford Special School District		
Exemplary Educator/AGE Name: Glen Fesmire	Exemplary Educator/AGE Signature:	Date
STAT Name:	STAT's Signature:	Date

Tennessee SIG Timeline

Event	Dates
Informational Webinar for state staff and LEAs	November 2009
Preparatory Webinars for state staff and LEAs	February 8,12, 16, 2010
State Department of Education (SDE) issues Request for Information (RFI) for Providers for School Support Services for Tier III Schools in corrective action or restructuring 1	March 2010
Posting of draft application to SDE/Federal Program website	March 15, 2010
Technical assistance meeting	April 27, 2010
Applications due to the SDE	June 2, 2010
Grants reviewed and evaluated	June 7-18, 2010
Grant award notification letters sent to LEAs	June 21-July 1, 2010
Grant awards posted to state website	July 1, 2010
Implementation Year I	School Year 2010-11
Milestone Visits	Sept 2010, Jan 2011 Mar 2011, May 2011
Evaluation of Year 1 for Year 2 funding by SDE	May-June 2011(dependent on student achievement data and SIG indicators)
LEA submission of updated budget/grant for Year 2/3	July 2011
New 2011-12 Tier 1, 2, 3 schools identified and beginning of new grant cycle (while continuing with prior grant cycle). A school may only be in one grant cycle.	Aug 2011, May 2012
Implementation Year 2	School Year 2011-12
Milestone Visits	Sept 2011, Jan 2012 Mar 2012, May 2012
Evaluation of Year 2 for Year 3 funding by SDE	May-June 2012(dependent on student achievement data and SIG indicators)
LEA submission of updated budget/grant for Year 3	July 2012
New 2011-12 Tier 1, 2, 3 schools identified and beginning of new grant cycle (while continuing with prior grant cycle). A school may only be in one grant cycle.	Aug 2012
Implementation Year 3	School Year 2012-13
Milestone Visits	Sept 2012, Jan 2013 Mar 2013, May 2013
Grant evaluation reporting	July 2013

I. General Information

A. Overview

Tennessee has a comprehensive statewide system of support for public schools and local educational agencies (LEAs) in the state. The system differentiates support to schools and districts based on their need as determined by the results of annual adequate yearly progress determinations. This grant application addresses how LEAs with the lowest achieving schools and the greatest capacity can use the funds to raise the achievement of their students to enable the school to make adequate yearly progress and exit improvement status.

Section 1003(g) of Title I of the Elementary and Secondary Act (ESEA), also known as the School Improvement Grant (SIG) Fund, authorizes funds to help LEAs address the needs of schools in improvement, corrective action, and restructuring in order to improve student achievement. In conjunction with basic grant allocations and school improvement funds reserved under section 1003(a), Section 1003(g), School Improvement Funds are to be used to leverage change and improve technical assistance under sections 1116 and 1117 of Title I, Part A, through LEAs targeting activities toward measurable outcomes as described in this document.

Under the final requirements, as amended through the interim final requirements published in the Federal Register in January 2010, school improvement ‘g’ funds are to be focused on the State’s “Tier I”, “Tier II”, and “Tier III” schools. Tier I and Tier II compose those called *persistently lowest-achieving schools*.

Additional available resources are listed on the school improvement page of the federal programs website.

Tier 1 and 2

Tennessee State Board of Education (SBE) Identification of *Persistently Lowest-Achieving Schools* submitted to USED is as follows:

Two “tiers” of low achieving schools compose the persistently lowest-achieving schools.

- **Tier 1** – Any Title I high priority school (a Title I school in improvement, corrective action, or restructuring as defined in ESEA) that is either in the lowest five percent of all Title I high priority schools in the **ALL** subgroup for math and reading/language arts combined achievement or is a Title I secondary school (defined as a high school in TN) with a graduation rate of less than 60% (for two out of the last three years). In Tennessee, there are 10 identified Tier 1 schools in 2009-2010.
- **Tier 2** – Any Title I secondary school eligible but not “served” by Title I that is in the lowest five percent of these schools in the **ALL** subgroup for math and reading/language arts combined achievement or has a graduation rate of less than 60% (for two out of the last three years). In Tennessee, there are five identified Tier 2 schools for 2009-2010.

The State of Tennessee has the following process for identifying the persistently lowest-achieving schools, referred to as Tier 1 and Tier 2 schools.

The lowest-achieving five percent is calculated by the numerical rank within each pool of schools (Title I high priority schools and Title I eligible but not served high schools). The numerical rank is determined based upon the following series of calculations:

- 1) The current year math score for all students is ranked;
- 2) The current year reading/language arts score for all students is ranked;
- 3) The math and reading/language arts ranks are summed for current year rank;
- 4) Two prior years are ranked using the same method;
- 5) Two prior year ranks are averaged for prior years rank;
- 6) Current year rank and prior years rank are summed to create the combined rank;
- 7) If a school has failed adequate yearly progress (AYP) 6 years or more, the combined rank was multiplied times 6 (lack of progress factor) for the final rank.

Notes:

High priority schools are defined as schools with an improvement status or those in improvement, corrective action, or any form of restructuring as specified in ESEA. Elementary and secondary schools are weighted equally.

Schools with N count less than 10 for AYP determinations that are not in improvement, corrective action, or restructuring have been removed from the school list and are not included in the rankings.

PK-2 schools with no AYP status from a receiving school have been removed from the school list and are not included in the ranking.

For schools serving both grade spans, high school achievement data is used.

Secondary schools are defined as high schools.

In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model

Tier 3

In addition, Tier 3 schools are any Title I high priority school (a Title I school in improvement, corrective action, or restructuring as defined in ESEA) that is not Tier 1; therefore, did not rank in the lowest 5% of all Title I high priority schools in the **ALL** subgroup for math and reading/language arts achievement nor is a high priority high school with a graduation rate of less than 60%.

Tier 3 newly eligible schools only include Title I secondary (TN high schools) who successfully participated in high school SIG redesign funds in 2008-09 and did not make AYP for two years (2007-08 and 2006-07).

B. Funding Priority and Schools to be Served

The goal of School Improvement ‘g’ funds is to target persistently lowest-achieving schools to implement robust and comprehensive reforms to transform school culture dramatically and increase student outcomes.

The SDE has posted a listing of all Tier I, II, and III schools on the Federal Program Website: <http://tennessee.gov/education/fedprog/index.shtml> . The required National Center for Education Statistics (NCES) identification number is on the posted list. The LEA must complete a chart for schools that it commits to serve, a chart for state achievement school district, a chart for renewal schools intervention, and another chart for schools it will **not** serve. A description of the allowable intervention models for Tier I and Tier II are located

in the final requirements. Renewal interventions for Tier III schools that are in correction action or restructuring 1 status will be posted on the state website.

LEAs should refer to the chart below which describes Tiers that must be served to receive SIG funds. In addition, the SDE funding priorities listed under the Funding section of this grant application should be reviewed by the LEA.

If an LEA has one or more . . .	In order to get SIG funds, the LEA <u>must</u> commit to serve . . .
Tier I, Tier II, and Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school <i>OR</i> at least one Tier II school
Tier I and Tier II schools, but no Tier III schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school <i>OR</i> at least one Tier II school ¹
Tier I and III schools, but no Tier II schools	Each Tier I school it has capacity to serve; at a minimum, at least one Tier I school
Tier II and Tier III schools, but no Tier I schools	The LEA has the option to commit to serve as many Tier II and Tier III schools as it wishes
Tier I schools only	Each Tier I school it has capacity to serve
Tier II schools only	The LEA has the option to commit to serve as many Tier II schools as it wishes
Tier III schools only	The LEA has the option to commit to serve as many Tier III schools as it wishes

C. Funding

Each LEA will be given a score that represents the applicant's demonstration of need for the funds and its commitment to meet the goals for improvement. Successful LEA applicants are awarded a minimum of \$50,000 and up to \$2,000,000 annually per school for the term of the grant. Grant awards will be determined based upon the complexity of the intervention model, size of the school, and costs typically associated with the intervention model. Funds are prioritized by:

- Tier I and Tier II schools,
- Tier III that are eligible for the ASD,
- Tier III schools that are renewal schools (schools in corrective action or restructuring I status),
- Tier III high schools currently implementing High School ReDesign,
- Tier III high schools not currently implementing High School ReDesign,
- Tier III middle schools, and
- Tier III elementary schools.

Grants are renewable for the two subsequent years, contingent upon appropriated federal SI funds and progress in implementing and meeting the student achievement goals established by the LEA and approved by the SDE. Each LEA/school will be required to submit an update to its grant, including budget and program information, in order to receive the grant renewal.

D. Timelines and Milestones

LEAs awarded discretionary SI grants that continue to meet the program and student achievement requirements may be funded for two additional years, pending federal SI funding and a successful year one project. Examples of how the SDE will monitor year one progress include:

- 1) Documentation of how the LEA TCSPP and the school(s) improvement plans were amended to incorporate the activities, timelines, and milestones for implementation of the intervention model or evidence-based school improvement strategies identified in the application.
- 2) Appropriate use of SIG funds to implement research-and evidence-based school improvement strategies identified in the LEA application for each school for which SI funds were provided.
- 3) Implementation of the strategies according to the timeline provided in the LEA and school level descriptive information.
- 4) Increased achievement in the ALL or subgroup category where the school did not meet the LEA or SDE benchmarks

E. Reporting and Evaluation Requirements

Applicants awarded SI grant funds must satisfy periodic reporting and accountability requirements throughout the term of the grant. These requirements address (a) fiscal accountability, (b) program accountability, (c) fiscal and program reporting, (d) site visits, and (e) internal evaluation.

1. Fiscal Accountability

Each identified school and LEA receiving SI grant funds is responsible for carrying out its school improvement responsibilities under section 1116(b) and (c), respectively.

2. Program Accountability

Each LEA and school receiving a SI grant is responsible for carrying out its school improvement responsibilities in accordance with its approved grant application and action plan.

3. Fiscal and Program Reporting Requirements

SI grantees must submit at least quarterly expenditure reports and implementation progress reports to the SDE. The LEA is responsible for ensuring that reports are accurate, complete, and submitted on time. Each district must agree to respond to data requests from SDE and USED including EdFACTS data.

4. Site Visits by SDE Representatives

LEAs and their schools must agree to site visits which will validate information provided in expenditure and progress reports and gather more detailed information on implementation efforts and challenges.

5. Internal Evaluation

LEAs and schools funded under the SI grant program will create and use data systems that include formative and summative assessments to provide staff, students, and parents, and community/business partners continuous feedback, to identify program processing and practices that are resulting in improved teaching and learning and to identify and make adjustments where needed. A report must be sent to the state annually to include leadership team and milestone meeting notes.

F. Application, Application Review and Grant Award Process

1) Application Submission

- a. There is no word count limit in the text boxes.
- b. The LEA must submit the School portion for each school they intend to serve.
- c. The LEA must submit the SIG application electronically to Jacqueline.M.Moore@tn.gov.
- d. A paper copy of ONLY the first two pages of the application must be submitted with original signatures. The LEA should keep a copy of the signed application. These two pages must be sent in to Jacqueline Moore at the address listed below:

Jacqueline Moore
TN State Department of Education, Office of Federal Programs
5th floor – Andrew Johnson Tower
710 James Robertson Pkwy
Nashville, TN 37243-0379

- e. The SDE will make a paper copy of the entire application from the LEA electronic file.

2) Criteria and Scoring System

The SDE will organize and coordinate the SI grant application readers and scoring. Application readers will rate each application on its own merits. Readers will rate the applications according to how well an application reflects rubric expectations. The scoring rubric is located in Appendix B.

3) Determination of Award Amounts

The SDE reserves the right to fund applications at a lesser amount if the grant application does not fully justify the budget expenditures.

4) Award Notification

Successful applicants will be notified within 60 days of the application closing date. Information will also be posted on the SDE Federal Programs website.

II. SIG Schools

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

An LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Bradford High School	425			X				

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

B. TIER I OR III SCHOOLS ELIGIBLE TO BE IN THE STATE ACHIEVEMENT SCHOOL DISTRICT (ASD):

An LEA must identify Tier I or III schools eligible to be in the ASD and mark if it will be requesting an exemption from the ASD.

SCHOOL NAME	NCES ID #	TIER I	TIER III	ASD	EXEMPTION REQUEST
N/A					

C. TIER III SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the Tier III schools it will serve with a School Improvement Grant.

An LEA must identify Tier III schools the LEA commits to serve and identify the state model that the LEA will use in Tier III schools that are renewal schools by Tennessee’s definition, which are schools in corrective action or restructuring I status.

SCHOOL NAME	NCES ID #	RENEWAL SCHOOLS INTERVENTION			
		TBD	TBD	TBD	TBD
N/A					

D. SCHOOLS THAT THE LEA WILL NOT SERVE:

An LEA must identify each Tier I, Tier II, and Tier III school the LEA will not serve.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III
N/A				

III. LEA Annual Student Achievement Goals

The district must list the annual goals for student achievement on the SDE's assessments in **both reading/language arts and mathematics AND applicable graduation or attendance rate** (whichever is applicable) that it has established in order to monitor its Tier I, Tier II and Tier III schools that receive school improvement funds. This list should be part of the LEA's TCSPP. Please attach the Component 5 and any other applicable section of your updated TCSPP. Indicate in the box how many pages are attached. **5**

IV. LEA Descriptive Information

DESCRIPTIVE INFORMATION: An LEA must include the following information in its application for a School Improvement Grant.

- 1) If the LEA is **not** applying to serve each **Tier I** school, the LEA must explain why it lacks capacity to serve each Tier I school. Must match the table labeled 'Schools That The LEA WILL NOT Serve' in section E:

N/A

- 2) The LEA must describe actions it has taken, or will take, to—
a) Design and implement interventions consistent with the final requirements;

The district support team and the SIG committee met and decided to

- Continue to implement strategies learned from professional development activities during High School Redesign in 2009-2010
- Provide follow-up professional development to reinforce existing interventions
- Continue to use existing technology to enhance instruction and increase student achievement and to expand technology as necessary
- Continue to identify at-risk students and provide intervention by the lab facilitator.
- Expand the agriculture program of study to include additional classes and increase student involvement
- Schedule additional professional development activities including literacy training, Thinking Maps, and writing labs
- Send a core team to attend training on Professional Learning Communities and incorporate them into our high school setting
- Utilize A+ program for those students in the Credit Recovery Program.
- Increase instructional and learning time for student in core subjects.
- Offer dual enrollment in English and Math for seniors through Jackson State Community College
- Provide a ninth grade transition class for all ninth graders to incorporate study skills, testing taking skills, interest inventories, career exploration, and college/university exploration
- Promote family engagement activities at Bradford High School for

informational training sessions and to promote literacy skills

- b) Recruit, screen, and select external providers, if applicable, to ensure their quality;

N/A

- c) Align other resources with interventions and update and attach TCSPP Component 5. Provide a budget narrative describing how the resources, as indicated below will support intervention activities.

- Describe federal resources to support the interventions/activities.
- Describe state and local resources to support the interventions/activities.
- Describe community or other resources to support the intervention/activities.

Federal funds include High School Redesign, School Improvement, Title IIA, Race to the Top, Title I, and Extended Contract through State Stabilization funds. These federal funds will be utilized to provide professional development, remediation, expansion of the agriculture program, intervention activities for “at-risk” students, and purchase of the Cambridge program to improve PLAN, EXPLORE, and ACT scores and increase college readiness skills.

State and Local funds include general purpose funds. These funds will be used to maintain and upgrade technology, provide ACT classes to all Juniors, implement writing labs, expansion of agriculture program, salaries, supplies and materials, and equipment.

REVISION: PTO meetings are held monthly. PTO provides the school with requested resources and assistance as needed. The Senior Citizen Center provides a meeting location for staff and faculty meetings as requested. Church organizations assist with community relations in detailing school events to community members. Local businesses partner with the school for funding and guest speakers.

- d) Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively. The LEA will provide:

- Name of School Improvement Grant Coordinator or other person who will address policy and procedural barriers throughout the implementation of the grant. (This responsibility will be included in the roles of the SIG Coordinator p. L-14.);
- Date of review and status of LEA board policy;
- Date of review and status of LEA practices or procedures;
- Date of review and status of handbooks of schools receiving SIG funds;
- The LEA shall describe topic(s) requiring modification and current progress of these modifications.

- Jerry Diviney
- Date of review and status of LEA Board Policy – May 24, 2010
- Date of review and status of LEA practices or procedures – March 23, 2009
- Date of review and status of handbooks of schools receiving SIG funds – May 24, 2010
- **REVISION:** Bradford Special School Board Policy (5.105) has been revised to state that all efforts will be made to recruit and retain effective teachers and leaders, including but not limited to, use of Title IIA funds and General Purpose funds to provide assistance to personnel in adding endorsements or becoming highly qualified.

- e) Describe actions the LEA will take or has taken to demonstrate how the reform changes will be sustained after the funding period ends.
- Identify resources, including but not limited to federal, state, and local education funding.
 - Describe the level and amount of technical assistance and professional development to schools and staff in each year of the grant funding.
 - Detail any Board-adopted policies and practices pertinent to recruiting and retaining effective teachers and leaders in persistently lowest-achieving schools.

Resources necessary to sustain reform strategies include the following:

- Race to the Top Funds
- Perkins
- Title I
- Title II D
- Regular program
- IDEA
- CTE Reserve Grants

Technical assistance and professional development to schools and staff will be provided from the resources above and 30% of SIG funds 2010-2013. Grant funds will enable Bradford High School to build capacity to continue to provide technical assistance and professional development from Title I, IDEA, and general purpose funds. The district will provide technical assistance by contracting with Edu Tech for maintenance and upgrades to existing technology. Professional development implementation will continue through a “Train the Trainer” method. Mentor teachers will be assigned to all newly hired teachers. Mentors and instructional supervisors will provide on-going technical assistance to Bradford High School as needed.

In accordance with NCLB, Bradford Special School District Board policy (5.105) states that the Director of Schools is responsible for the development of a program for the recruitment of licensed personnel. Title II A funds will be used for this purpose.

- f) Other LEA level activities designed to support implementation that might be mentioned in the school budget.

- Bradford Special School District Board of Education voted to provide land and financial resources to expand the current agriculture program and complete land preparation for a new agriculture complex.
- Reimbursement is provided to teachers for travel, lodging, and mileage for attendance at professional development activities.
- Maintaining technology and upgrades are provided by state and local funds
- Building and facilities will be available for summer enrichment and remediation.

- 3) Timeline and Milestones. The LEA must include a timeline with quarterly milestones delineating the steps it will take to implement the selected intervention in each Tier I and

Tier II schools identified in the LEA's application.

N/A

- 4) Consultation with Stakeholders. As appropriate, the LEA must consult with relevant stakeholders regarding the LEA's application and implementation of school improvement models in its Tier I and Tier II schools. List your stakeholders and consultation dates as appropriate.

N/A

- 5) Internal Evaluation. LEAs and schools funded under the SI grant program will create and use data systems that include formative and summative assessments to provide staff, students and parents, and community/business partners continuous feedback, to identify program processing and practices that are resulting in improved teaching and learning and to identify and make adjustments where needed. A report must be sent to the state annually to include leadership team and milestone meeting notes. Please briefly describe your process to create internal evaluations of your SI grant.

- Supervisors of Instruction, Principal, and EE will observe all teachers to ensure they are including new strategies in the delivery of instruction.
- All teachers will be required to demonstrate a minimum of one lesson per semester in which they use Smart Board technology to deliver instruction. This will be observed by the SIG coordinator.
- The SIG data analyst will coordinate the collection and use of data in preparing for instruction. Data will be analyzed and results shared with all teachers during teacher collaboration meetings.
- All teachers will be required to attend local professional development activities, including literacy training. Individual teachers and teams of teachers will be sent to professional development activities as applicable. These teachers will be required to share information with remaining faculty members using a "Train the Trainer" model. The EE, Principal, and Supervisors will monitor these sessions.
- Writing labs will be monitored by Supervisors. Monthly practice writing prompts will be administered to all students. Results will be used to plan future instruction in the writing lab.
- Teachers will complete a questionnaire at the conclusion of each professional development activity in which they rate its quality. A follow-up survey at the end of the school year will reveal the effectiveness of the professional development activities and how these strategies were implemented in their classrooms. Results will be used to plan future professional development activities.
- Progress of "at-risk" students will be measured twice per grading period. Progress will also be determined by local formative assessment data.
- The agriculture program will be evaluated by the CTE director monthly. Additional classes and an increased number of students entering the program will help measure increased interest and effectiveness of the program. Required CTE reports, as well as our CTE state report card will help us to evaluate the overall

success of the program.

- Quarterly milestone visits by our State Grant Coordinator will ensure that we are progressing with our reform interventions.
- An Annual Report will be generated after the last milestone visit that details the effectiveness of the grant implementation based on numerous data sources. This report will be shared with faculty members, the school board, and all other stakeholders.

V. LEA Capacity

LEA CAPACITY

A. General Capacity. The LEA is required to indicate its capacity to serve schools. The SDE will look at such areas as number of Tier I and Tier II schools, access/proximity to higher performing schools (closure model); recruiting ability for principals, especially for rural areas (turnaround and transformation models); EMO/CMO availability and capacity (restart model); relationship with teachers union; school board commitment; timeline, etc., in reviewing the LEA's capacity.

If the SDE determines that the LEA has more capacity than the LEA demonstrates, the SDE will require that the LEA fulfill the requirements or release that portion of the grant funds.

Please describe your capacity to utilize school improvement funds.

B. LEA SIG Leadership. The LEA that accepts Title I 1003 (g) school improvement funds agrees to establish a district support team to oversee the implementation of the selected models in Tier I and Tier II schools as well as the strategies that the LEA will implement in Tier III schools. Moreover, the LEA commits to assign or hire a School Improvement Grant (SIG) Coordinator. This position can be funded with SIG funds. This coordinator will lead the district support team and facilitate the implementation of the grant at the school sites. The team will support, monitor, and assess the progress for the identified schools. One member must be the Federal Programs Director. Complete the table on next page.

Name of SIG Coordinator: (if not hired or assigned, insert TBD in box) Jerry Diviney

SIG Coordinator 's E-Mail address: divineyj@k12tn.net

District Support Team				
Members	Title	Responsibility	Tier Assignment e.g. Tier I Tier II or Tier III schools	Estimate of the time each member will devote to supporting Tier I, II, and III schools (Hours/Month)
Leader: Jerry Diviney	Federal Programs Director	SIG Coordinator – will align activities between the district and school SIG committees and ensure that SIG goals are aligned with the TCSPP, TSIP, RTTT, and Perkins, and	III	12 hours per month

		address policy and procedural barriers throughout the implementation of the grant		
Amy Dunn	Supervisor	PD and data coordinator – will schedule professional development and assist with collection, analyzing, and disseminating data	III	12 hours per month
Jane Pybas	Office Manager	Assign PO numbers, pay invoices, manage budget, use the FACTS system to draw down funds	III	6 hours per month
a. How often will the LEA 1003(g) district support team meet? weekly				
b. How often will they report on their work and the work on Tier I, II, and III schools to the superintendent? monthly				
c. How often will they report on their work and the work on Tier I, II, and III schools to the Board of Education? monthly at School Board Meeting				
d. Has the LEA 1003(g) district support team met prior to the submission of the grant application to review the individual school descriptions and to discuss how it will coordinate and manage the support, monitoring and assessment outlined in those plans? X <input type="checkbox"/> Yes <input type="checkbox"/> No If no, briefly describe the plans for the district support team to begin work on the Tier I, II, and III schools. _____				

C. School-level Leadership. For Tier I and Tier II schools, the LEA must submit resumes for school principals utilizing the turnaround or transformation model and describe search process used to attract an effective leader who can enact significant reform.

Attributes of the principal should include:

- good communication skills with community leaders, parents, teachers, and students;
- thorough knowledge of rigorous curriculum standards; instructional leadership;
- data driven decision making skills;
- experience in turning around a school;
- committed to high student achievement;
- skill to recruit and retain effective teachers and staff; etc.

The effective practices and indicators for principals:

- The Principal takes time early in the process to gain a thorough understanding of the school’s operations and develop a plan of action;
- The Principal relentlessly pursues significantly improved results in student learning and related goals;
- The Principal engages, motivates, and enlists the contribution of people inside the school and in the community to achieve school goals; and
- The Principal creates metrics to measure, report, and constructively review progress on all aspects of the school’s operations and its results (student learning).²

Describe your search process for effective leaders:

Number of principal resumes attached:

²Indicators of Effective Practice (Rapid Improvement Leader) Center on Innovation & Improvement
http://www.centerii.org/handbook/Resources/Appendix_Indicators_Rapid.pdf

D. External Providers (All Schools)

If external providers are to be funded as collaborative partners, describe how the LEA will recruit, screen and select external providers to ensure their quality.

Please attach your district protocol for evaluating external providers. This protocol should contain an analysis of the connection between the external provider's experience/expertise and the district and schools needs.

Complete form in Appendix J about external providers, if applicable, and attach to your application

Please check appropriate box if Appendix J is attached. Yes No

E. Professional Development (All Schools)

Each school must include a minimum of 30% of the grant funds for ongoing professional development including job-embedded training designed to build capacity and support staff. This includes literacy training for the staff unless the school demonstrates proficiency in this area.

Who in the LEA will ensure implementation of professional development plans with SIG funds?

VI. Budget

BUDGET: An LEA must include a budget that indicates the amount of school improvement funds the LEA will use each year in each Tier I, Tier II, and Tier III school it commits to serve.

The LEA must provide a budget that indicates the amount of school improvement funds the LEA will use each year to—

- Implement the selected model in each Tier I and Tier II school it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.
- Three-year budgets (SY 10-11, SY11-12, and SY12-13) are required for all Tier I, Tier II and Tier III schools. The budget must be of sufficient size and scope to implement the intervention model or intervention selected for each Tier I, II and III school the LEA commits to serve.
- Any LEA-level activities to support implementation of a school's intervention model or strategies that are funded by the grant must be reflected in the district portion of the grant budget.

School improvement budget spreadsheets (Excel format) and justifications must be completed for the LEA and each school requesting funds (See Appendix K (a separate document)). Both tabs are necessary for the application. The budget must be detailed using the SDE’s budget codes and include a budget narrative fully explaining each budget line item.

First Tab of Excel Spreadsheet: Budget Spreadsheet

Revenue section for grants for Title I 1003 (g)

- Line 1: Insert submission date.
- Line 4: Insert LEA name
- Line 5: Insert LEA number (three digit number)
- Beginning in column I (for **Title I 1003 (g)** recipients) on line 7: Click in the cell containing the text “(School Name)” and enter the name of one funded school receiving funds from the **Title I 1003 (g) SI grant**. Press the “Enter” key to display the name of the school in all other appropriate cells.
- Beginning in **Column E on line 9** (FY10 LEA/School Status): Click in the cell and select the high priority status of the LEA from the drop-down list displayed. Click in **Column I, line 9** and select the status for each funded school from the drop-down list.
- Beginning in Column I on line 10 (FY 2010 SI Grant Award/Allocation): Insert each funded school’s budget for the year. (e.g. If your budget is \$350,000, enter “350000” and the spreadsheet will format your entry appropriately.) Repeat on line 10 in both columns J and K to display the entire three-year budget for the school.
- Enter the district portion of each school’s total award in columns E, F and G, if applicable. The spreadsheet is formatted to total the budget amount entered in columns E through K and will enter the combined total on line 10 in Column D. The amount displayed in Column D, line 10 **cannot exceed the total school award** for the three-year grant period.

- In Column I, line 11, select the Intervention Model to be used by the displayed school.

Appropriations section

*The first two columns are “frozen” so you can scroll over to the appropriate column for each year’s budget and have the descriptions right next to the cells where you **enter the budgeted amounts.***

- **Lines 18-176:** Insert proposed appropriations for the district and the funded school. (e.g. district-wide are expenses such as teachers who provide district-wide services) Each category’s sub-total will automatically calculate.
- **Line 13, Check cell:** Look to see that the budget minus expenditures equals zero.

Second Tab of Excel Spreadsheet: Budget Justification Sheet

- On line 1, the LEA name and LEA number will auto fill from the spreadsheet, so no entry is needed. The cells are locked.
- Complete the Justification cells for those items by year.
- Beginning on line 9, enter one account number/line item number per section/line for each budgeted item on tab 1. (e.g. 71100/722) Press “Tab” to go to the next column.
- Enter the line item description matching that line item number in the first column. (e.g. IF you entered 71100/722 in the first column, the description typed in the second column would be “Regular Instructional Equipment”.) Press “Tab” to go to the Justification columns.
- For each year that district-wide and funded school expenses included line item 71100/722, enter a detailed justification for that expense. (If the justification is the same for multiple years, type the justification in the first applicable column and then “copy and paste” the information in the other applicable columns.)
- Once the description has been entered, press “Alt-Enter” two times and enter the total cost for the line item being funded by the district or school funds.
- Press the “Tab” key to go to the next column.
- Continue for each line item budgeted with these grants.

VII. School Level Descriptive Information

An LEA must submit this section for each individual school. A separate template is included with the application package so the LEA can create a separate electronic file for each school served. Label each electronic file with the LEA name and School name.

A. DESCRIPTIVE INFORMATION: An LEA must include the following information for each school in its application for a School Improvement Grant.

Professional Development: Each school must include a minimum of 30% of the grant funds for ongoing professional development including job-embedded training designed to build capacity and support staff. This includes literacy training for the staff unless the school demonstrates proficiency in this area. Provide your school’s PD plan including topics and projected dates.

Bradford High School will receive high quality and research based professional development during the 2010-2011 school year. As outlined in the grant, 30% of the funding will be designated for professional development. The following professional development activities are scheduled for 2010-2011:

. **REVISION:** Bradford High School has aligned professional development activities with the goals in the TSIP. Also, the Professional Development activities are aligned with the budget justification sheets. Goal 1 in the Bradford High School TSIP is the 2010-2011 graduation rate for Bradford High School will exceed the 90% requirement. To reinforce this goal, Bradford High School plans to send two teams to the “Professional Learning Communities that Work Institute”. This training will assist Bradford High School in focusing on learning, building a collaborative culture, and focusing on data driven results. We will follow-up with developing PLC and data teams after the training. Also, we will send a team to the “Poverty and Dropout Prevention” workshop in St. Louis, MO. This workshop will focus on intervention strategies to prevent dropouts and developing a plan for addressing drop-out issues in the school and district. Training will be provided for all faculty members to utilize the drop out prevention strategies presented in the workshop. The second TSIP goal addressed in the SIG plan is Bradford High School will increase the school’s ACT averages to 20.6 or higher in order to meet benchmarks and increase student achievement for college/work-ready success. To align with this goal, we will send two teachers to “Thinking Maps – Critical Reading and Writing for ACT”. This workshop is designed to assist teachers and schools with preparing their students for the ACT assessment through the use of Thinking Maps. Team members will facilitate the use of Thinking Maps in English classes and ACT prep classes by using the Thinking Maps model. The third goal addressed in the SIG grant application is the percentage of proficient/advanced students in grades 9 – 12 in Reading/Language Arts will increase by 2%. Bradford Special School District will focus on literacy by providing four days of on-site professional development on implementing literacy strategies to increase literacy in all areas at Bradford High School. All faculty members will be required to implement literacy strategies in their classrooms. Teachers will also participate in “Write for the Future Training” which will focus on expository and persuasive writing strategies that incorporate style and scoring across all content areas. Writing strategies will be presented and lesson modeling and peer sharing will be incorporated into

classroom instruction. Finally, Level 5 of Quantum Learning will be presented to follow-up on levels 1-4 of previous training in this concept to increase motivation of students and develop instructional strategies to use in all classrooms.

For a Tier I and Tier II school only: State your rationale for selecting your intervention model. Questions contained in Appendix F and *Handbook on Effective Implementation of School Improvement Grants* should be addressed in this rationale. (Turnaround, Restart, Closure, Transformation as listed on the ‘Schools To Be Served’ table)

Model

- Answers: 1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.

Rationale:

For Renewal Schools ONLY: List the intervention and describe rationale for choosing the state intervention(on the state’s website):

Intervention:

Rationale:

For Tier III Focus Schools ONLY: List the intervention activities the school will implement.

- **Continue to use technology based instruction to improve student achievement throughout the curriculum by all students and all subgroups.**
- **Utilize strategies for improving students’ reading and test taking abilities.**
- **Implement strategies to design lessons that promote student retention of State Standards.**
- **Utilize Thinking Maps as a visual language for learning across the curriculum.**

- **Implement strategies to develop SMART learning goals aligned to higher order thinking.**
- **Utilize differentiated instruction techniques to accommodate various learning styles among all sub groups.**
- **Establish writing labs to focus on improved writing scores.**
- **All faculty members will attend research-based professional development on literacy training to increase student academic achievement.**
- **Continue to expand our agriculture program of study to enhance student interest and keep students on track to graduate.**
- **Continue to utilize lab facilitator to provide interventions with at-risk students during the school day.**

For a Tier I, Tier II or Tier III school: Describe your implementation plan including quarterly milestone goals for each year and three-year timeline.

Bradford High School plan for reform will focus on these six key areas:

- Continued use of technology to deliver instruction
- Identifying and remediation of “at-risk” students
- High quality, research-based professional development
- Literacy training
- Expansion of our agricultural program
- Data driven instructional and intervention strategies

The SIG District committee will be responsible for all purchases, scheduling of professional development, data collection, the internal evaluation of school reform, and coordinating all grant activities between the state, district, and high school.

Bradford High School will be responsible for the implementation on intervention strategies, using technology to deliver instruction, identifying and remediation of “at-risk” students, using data to plan instruction, and meeting all milestones.

The reform team will consist of the district SIG committee which includes two instructional supervisors and the office manager and the high school SIG committee which includes the principal, school counselor, lab facilitator, agriculture teacher, one English teacher, one math teacher, and one special education teacher. The SIG grant coordinator will align activities between the two committees and ensure that SIG goals are aligned with the TCSPP, TSIP, RTTT, and Perkins. The assistant SIG grant coordinator will schedule professional development and assist will collecting, analyzing, and disseminating data.

Timeline

- **May 2010 – Document the number of students enrolled in agriculture courses as compared with the previous school year.**
- **July 2010 – Begin the process of collecting, analyzing, and disseminating data. This data will be shared with faculty in collaboration meetings.**
- **July 2010 – Identify “at-risk” students by grades and test scores.**
- **July – August 2010 – Professional Development activities including Quantum Learning, Closing the Achievement Gap, and Thinking Maps have been completed and evaluated using professional development surveys. The first professional development team is planning to attend training on Professional Learning Communities.**
- **August – September 2010 – Remediation of “at-risk” students has begun and instructional intervention strategies are being observed by principal and supervisors.**
- **September 2010 – Students are scheduled into writing labs. Classes have begun and the first writing prompt has occurred.**
- **October 2010 – First semester grades will be evaluated for progress in the remediation of “at-risk” students. Adjustments to the program will be made as needed.**
- **October 2010 – Agriculture students will have successfully completed the first nine week grading period.**
- **October – November 2010 – Existing data is utilized to plan instruction. Additional data is then collected, analyzed, and disseminated. Data will be shared with faculty and staff at upcoming collaboration meeting.**
- **October 2010 – January 2011 – Instructional and intervention strategies will be observed by principal and supervisors.**

- **October 2010 – January 2011 – Continue monthly writing prompts. Evaluate student writing samples using the state rubric.**
- **January 2011 – Literacy training will be implemented. Planning is underway to send a second team to Professional Learning Communities training.**
- **February 2011 – Evaluate grades to monitor progress in agriculture classes.**
- **February 2011 – Writing assessments have been completed and district is awaiting results. We will begin writing labs with seventh graders.**
- **February – March 2011 – Continue to work with “at-risk” students in remediation. Evaluate grades at end of nine week grading period to monitor progress.**
- **February – March 2011 – Continue collecting, analyzing, and disseminating data. Share data with faculty at teacher collaboration sessions.**
- **February – March 2011 – Instructional and intervention strategies are being observed by principal and supervisors.**
- **April 2011 – Complete agriculture competencies and begin scheduling students for the next school year.**
- **April 2011 – Writing assessment results shared with faculty.**
- **April – May 2011 – Continue to provide interventions with “at-risk” students to prepare for upcoming state standardized tests and final exams.**
- **April – May 2011 – Continue writing labs with seventh graders preparing for next year’s writing assessment.**
- **April – May 2011 – Supervisor preparing summer professional development activities and scheduling teachers to attend.**

- **May 2011 – Survey the effectiveness of instructional strategies and the frequency of use throughout the school year.**
- **May 2011 – Provide additional literacy training.**

Milestone Visit

September 2010

- Identify “at-risk” students by grades and test scores and begin remediation.
- Document the number of students enrolled in agriculture courses as compared with the previous school year.
- Students are scheduled into writing labs. Classes have begun and the first writing prompt has occurred.
- Professional development activities including Quantum Learning, Closing the Achievement Gap, and Thinking Maps have been completed and evaluated using professional development surveys. The first professional development team is planning to attend training on Professional Learning Communities.
- Begin the process of collecting, analyzing, and disseminating data. This data will be shared with faculty in collaboration meetings.
- Instructional intervention strategies are being observed by principal and supervisors.

January 2011

- First semester grades will be evaluated for progress in the remediation of “at-risk” students. Adjustments to the program will be made as needed.
- Agriculture students will have successfully completed the first semester.

- Continue monthly writing prompts. Evaluate student writing samples using the state rubric.
- Literacy training will be implemented. Planning is underway to send second team to Professional Learning Communities training.
- Existing data utilized to plan instruction. Additional data being collected, analyzed, and disseminated. Data will be shared with faculty/staff at upcoming collaboration meeting.
- Instructional and intervention strategies will be observed by principal and supervisors of instruction.

March 2011

- Continue to work with “at-risk” students in remediation. Evaluate grades at the end of the nine week grading period for progress.
- Evaluate grades to monitor progress in agriculture courses.
- Writing assessments have been completed and district is awaiting results. Begin writing labs with seventh graders.
- PD teams are collaborating to establish PLC teams at Bradford High School.
- Continue collecting, analyzing, disseminating data. Share data with faculty at teacher collaboration sessions.
- Instructional and intervention strategies being observed by principal and supervisors of instructions.

May 2011

- Continue to provide interventions with “at-risk” students to prepare for upcoming state standardized tests and final exams.
- Complete agriculture competencies and begin scheduling students for next school year.
- Continue writing labs with seventh graders preparing for next year’s writing assessment.
- Supervisor preparing summer PD activities and scheduling teachers to attend.
- Writing assessment results shared with faculty.
- Survey the effectiveness of instructional strategies and the frequency of use throughout the year.

REVISION:

Milestone Visit

September 2011

- Identify “at-risk” students by grades and test scores and begin remediation.
- Document the number of students enrolled in agriculture courses as compared with the previous school year.

- Students are scheduled into writing labs. Classes have begun and the first writing prompt has occurred.
- Professional development activities including Quantum Learning Level 5 and additional literacy activities have been completed and evaluated using professional development surveys. The PLC team is planning to attend additional training on expanding Professional Learning Communities.
- Begin the process of collecting, analyzing, and disseminating data. This data will be shared with faculty in collaboration meetings.
- Instructional intervention strategies are being observed by principal and supervisors.

January 2011

- First semester grades will be evaluated for progress in the remediation of “at-risk” students. Adjustments to the program will be made as needed.
- Agriculture students will have successfully completed the first semester.
- Continue monthly writing prompts. Evaluate student writing samples using the state rubric. Thinking maps are being utilized in the writing process.
- Literacy training will be continued and new strategies will be implemented in the classroom. Second PLC team is planning to attend additional training on expanding Professional Learning Communities.
- Existing data utilized to plan instruction. Additional data being collected, analyzed, and disseminated. Data will be shared with faculty/staff at upcoming collaboration meeting.
- Instructional and intervention strategies will be observed by principal and supervisors of instruction.

March 2011

- Continue to work with “at-risk” students in remediation. Evaluate grades at the end of the nine week grading period for progress.
- Evaluate grades to monitor progress in agriculture courses.
- Writing assessments have been completed and district is awaiting results. Continue writing labs with seventh graders.
- PLC teams are collaborating to analyze data and plan instruction at Bradford High School.
- Continue collecting, analyzing, disseminating data. Share data with faculty at teacher collaboration sessions.
- Instructional and intervention strategies being observed by principal and supervisors of instructions.

May 2011

- Continue to provide interventions with “at-risk” students to prepare for upcoming state standardized tests and final exams.
- Complete agriculture competencies and begin scheduling students for next school year.
- Continue writing labs with seventh graders preparing for next year’s writing assessment.
- Supervisor preparing summer PD activities and scheduling teachers to attend.
- Writing assessment results shared with faculty.
- Survey the effectiveness of instructional strategies and the frequency of use throughout the year.

REVISION:

Milestone Visit

September 2012

- Identify “at-risk” students by grades and test scores and begin remediation.
- Document the number of students enrolled in agriculture courses as compared with the previous school year.
- Students are scheduled into writing labs. Classes have begun and the first writing prompt has occurred.
- Professional development activities will have been completed and evaluated using professional development surveys.
- Begin the process of collecting, analyzing, and disseminating data. This data will be shared with faculty in collaboration meetings.
- Instructional intervention strategies are being observed by principal and supervisors.

January 2012

- First semester grades will be evaluated for progress in the remediation of “at-risk” students. Adjustments to the program will be made as needed.
- Agriculture students will have successfully completed the first semester.
- Continue monthly writing prompts. Evaluate student writing samples using the state rubric. Thinking maps are being utilized in the writing process.
- Literacy training will be continued and new strategies will be implemented in the classroom.
- Existing data utilized to plan instruction. Additional data being collected, analyzed, and disseminated. Data will be shared with faculty/staff at upcoming collaboration meeting.
- Instructional and intervention strategies will be observed by principal and supervisors of instruction.
- PLC teams are collaborating to analyze data and plan instruction at Bradford High School.

March 2012

- Continue to work with “at-risk” students in remediation. Evaluate grades at the end of the nine week grading period for progress.
- Evaluate grades to monitor progress in agriculture courses.
- Writing assessments have been completed and district is awaiting results. Continue writing labs with seventh graders.
- PLC teams are collaborating to analyze data and plan instruction at Bradford High School.
- Continue collecting, analyzing, disseminating data. Share data with faculty at teacher collaboration sessions.
- Instructional and intervention strategies being observed by principal and supervisors of instructions.

May 2012

- Continue to provide interventions with “at-risk” students to prepare for upcoming state standardized tests and final exams.
- Complete agriculture competencies and begin scheduling students for next school year.
- Continue writing labs with seventh graders preparing for next year’s writing assessment.
- Supervisor preparing summer PD activities and scheduling teachers to attend.
- Writing assessment results shared with faculty.

- Survey the effectiveness of instructional strategies and the frequency of use throughout the year.

Milestone visits and implementation will continue throughout the three year grant cycle. Remediation of “at-risk” students, agriculture program, professional development, literacy training, writing labs, use of technology in instruction, and data driven instructional strategies will continue to be areas of focus during the three year grant. Adjustments and revisions will occur as needed upon reapplication each year.

ARRA Fraud Notice

Recipients of awarded funds made available under the Recovery Act shall promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving those funds.

1 5/26/2010 Submission Date

The following represents the individual budgets for federal projects administered under the No Child Left Behind Act (NCLB)

4 LEA Name Bradford Special School District

5 LEA # 274

	\$400,000	ENTER Total District SIG Grant in the cell to the left. Check this amount against Column D, Line 10 If the amounts are the same, your budget is balanced. If the amt.in Col. D, Line 10 is MORE than the amt. in Col. B, Line 7: you are over budget-reduce expenses If the amt. in Col D, Line 10 is LESS than the amt. in Col. B, Line 7: you are under budget-increase expenses	School Improvement Grant 1003(g) 2010-2013	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	Bradford High School SIG: Budget 2010-2011	Bradford High School SIG: Budget 2011-2012	Bradford High School SIG: Budget 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
			9		FY10 LEA/School Status		In Good Standing			School Improvement 2-Improving		
10		FY 2010 SI Grant Award/Allocation	400,000.00				157,841.00	143,341.00	98,818.00	0.00	0.00	0.00
11		If Tier I or Tier II school, model being implemented:										
12												
13		Check: should be zero (Award/Allocation minus Expenditures)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Appropriations

Account Number/ Line Item Number	REGULAR INSTRUCTIONAL EDUCATION	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	Bradford High School SIG: Budget 2010-2011	Bradford High School SIG: Budget 2011-2012	Bradford High School SIG: Budget 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
71100	Line Item Description										
18	71100 / 116 Teachers	175,000.00	0.00	0.00	0.00	70,000.00	70,000.00	35,000.00	0.00	0.00	0.00
19	71100 / 117 Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
20	71100 / 127 Career Ladder Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21	71100 / 128 Homebound Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22	71100 / 162 Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
23	71100 / 163 Educational Assistants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24	71100 / 189 Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
25	71100 / 195 Certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26	71100 / 198 Non-certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
27	71100 / 201 Social Security	10,850.00	0.00	0.00	0.00	4,340.00	4,340.00	2,170.00	0.00	0.00	0.00
28	71100 / 204 State Retirement	15,838.00	0.00	0.00	0.00	6,335.00	6,335.00	3,168.00	0.00	0.00	0.00
29	71100 / 206 Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
30	71100 / 207 Medical Insurance	17,914.00	0.00	0.00	0.00	7,182.00	7,182.00	3,550.00	0.00	0.00	0.00
31	71100 / 208 Dental Insurance	245.00	0.00	0.00	0.00	98.00	98.00	49.00	0.00	0.00	0.00
32	71100 / 210 Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
33	71100 / 212 Employer Medicare	2,540.00	0.00	0.00	0.00	1,015.00	1,015.00	510.00	0.00	0.00	0.00
34	71100 / 299 Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
35	71100 / 311 Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
36	71100 / 330 Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
37	71100 / 336 Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
38	71100 / 356 Tuition	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
39	71100 / 369 Contracts for Substitute Teachers -Certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
40	71100 / 370 Contracts for Substitute Teachers Non-certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
41	71100 / 399 Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
42	71100 / 429 Instructional Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
43	71100 / 449 Textbooks	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
44	71100 / 499 Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
45	71100 / 535 Fee Waivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
46	71100 / 599 Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
47	71100 / 722 Regular Instruction Equipment	44,500.00	0.00	0.00	0.00	24,500.00	10,000.00	10,000.00	0.00	0.00	0.00
48											
49	71100 Subtotal REGULAR INSTRUCTIONAL EDUCATION	266,887.00	0.00	0.00	0.00	113,470.00	98,970.00	54,447.00	0.00	0.00	0.00

1 5/26/2010 **Submission Date**

The following represents the individual budgets for federal projects administered under the No Child Left Behind Act (NCLB)

4 **LEA Name** Bradford Special School District

5 **LEA #** 274

Account Number/ Line Item Number	SUPPORT SERVICES/ OTHER STUDENT SUPPORT	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	Bradford High School SIG: Budget 2010-2011	Bradford High School SIG: Budget 2011-2012	Bradford High School SIG: Budget 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
89	72130	Line Item Description									
90	72130 / 117	Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
91	72130 / 123	Guidance Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
92	72130 / 124	Psychological Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
93	72130 / 127	Career Ladder - Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
94	72130 / 130	Social Workers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
95	72130 / 135	Assessment Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
96	72130 / 161	Secretary(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
97	72130 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
98	72130 / 164	Attendants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
99	72130 / 170	School Resource Officer	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
100	72130 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
101	72130 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
102	72130 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
103	72130 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
104	72130 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
105	72130 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
106	72130 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
107	72130 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
108	72130 / 299	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	72130 / 307	Communication	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
110	72130 / 309	Contracts with Government Agencies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
111	72130 / 311	Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
112	72130 / 322	Evaluation & Testing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
113	72130 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
114	72130 / 336	Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
115	72130 / 348	Postal Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
116	72130 / 355	Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
117	72130 / 399	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
118	72130 / 499	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
119	72130 / 524	In-Service/Staff Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
120	72130 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
121	72130 / 790	Other Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
122											
123	72130	Subtotal OTHER STUDENT SUPPORT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

1 5/26/2010 Submission Date

The following represents the individual budgets for federal projects administered under the No Child Left Behind Act (NCLB)

4 LEA Name Bradford Special School District

5 LEA # 274

Account Number/ Line Item Number	REGULAR INSTRUCTIONAL PROGRAM SUPPORT SERVICES	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	Bradford High School SIG: Budget 2010-2011	Bradford High School SIG: Budget 2011-2012	Bradford High School SIG: Budget 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
126	72210	Line Item Description									
127	72210 / 105	Supervisor/Director	12,000.00	0.00	0.00	0.00	4,000.00	4,000.00	4,000.00	0.00	0.00
128	72210 / 117	Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
129	72210 / 127	Career Ladder Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
130	72210 / 129	Librarian(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
131	72210 / 132	Material Supervisor(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
132	72210 / 136	Audiovisual Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
133	72210 / 137	Education Media Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
134	72210 / 138	Instructional Computer Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
135	72210 / 161	Secretary(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
136	72210 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
137	72210 / 163	Educational Assistants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
138	72210 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
139	72210 / 195	Certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
140	72210 / 196	In-Service Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
141	72210 / 198	Non-certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
142	72210 / 201	Social Security	372.00	0.00	0.00	0.00	124.00	124.00	124.00	0.00	0.00
143	72210 / 204	State Retirement	567.00	0.00	0.00	0.00	189.00	189.00	189.00	0.00	0.00
144	72210 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
145	72210 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
146	72210 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
147	72210 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
148	72210 / 212	Employer Medicare	174.00	0.00	0.00	0.00	58.00	58.00	58.00	0.00	0.00
149	72210 / 299	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
150	72210 / 307	Communication	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
151	72210 / 308	Consultants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
152	72210 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
153	72210 / 336	Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
154	72210 / 348	Postal Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
155	72210 / 355	Travel	45,000.00	0.00	0.00	0.00	15,000.00	15,000.00	15,000.00	0.00	0.00
156	72210 / 369	Contracts for Substitute Teachers -Certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
157	72210 / 370	Contracts for Substitute Teachers Non-certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
158	72210 / 399	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
159	72210 / 432	Library Books/Media	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
160	72210 / 437	Periodicals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
161	72210 / 499	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
162	72210 / 524	In Service/Staff Development	75,000.00	0.00	0.00	0.00	25,000.00	25,000.00	25,000.00	0.00	0.00
163	72210 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
164	72210 / 790	Other Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
165											
166	72210	Subtotal REGULAR INSTRUCTIONAL PROG-SUPPORT SVS	133,113.00	0.00	0.00	0.00	44,371.00	44,371.00	44,371.00	0.00	0.00

1 5/26/2010 Submission Date

The following represents the individual budgets for federal projects administered under the No Child Left Behind Act (NCLB)

4 LEA Name Bradford Special School District

5 LEA # 274

Account Number/ Line Item Number	SUPPORT SERVICES/ TRANSPORTATION	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	Bradford High School	Bradford High School	Bradford High School	(School Name)	(School Name)	(School Name)
						SIG: Budget 2010-2011	SIG: Budget 2011-2012	SIG: Budget 2012-2013	SIG: Budget 2010-2011	SIG: Budget 2011-2012	SIG: Budget 2012-2013
206	72710										
		Line Item Description									
207	72710 / 105	Supervisor/Director	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
208	72710 / 142	Mechanic(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
209	72710 / 146	Bus Drivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
210	72710 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
211	72710 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
212	72710 / 196	In-Service Training	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
213	72710 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
214	72710 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
215	72710 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
216	72710 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
217	72710 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
218	72710 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
219	72710 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220	72710 / 299	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
221	72710 / 307	Communication	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
222	72710 / 311	Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
223	72710 / 312	Contracts with Private Agencies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
224	72710 / 313	Contracts with Parents	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
225	72710 / 314	Contracts with Public Carriers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
226	72710 / 315	Contracts with Vehicle Owners	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
227	72710 / 329	Laundry Service	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
228	72710 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
229	72710 / 338	Maintenance & Repair Service-Vehicles	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230	72710 / 340	Medical and Dental Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
231	72710 / 348	Postal Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
232	72710 / 351	Rentals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
233	72710 / 355	Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
234	72710 / 399	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
235	72710 / 412	Diesel Fuel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
236	72710 / 418	Equipment & Machinery Parts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	72710 / 424	Garage Supplies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
238	72710 / 425	Gasoline	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
239	72710 / 433	Lubricants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
240	72710 / 450	Tires & Tubes	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
241	72710 / 453	Vehicle Parts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
242	72710 / 499	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
243	72710 / 511	Vehicle & Equipment Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
244	72710 / 524	In-Service/Staff Development	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
245	72710 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
246	72710 / 701	Administration Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
247	72710 / 729	Transportation Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
248											
249	72710	Subtotal TRANSPORTATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

1 5/26/2010 **Submission Date**

The following represents the individual budgets for federal projects administered under the No Child Left Behind Act (NCLB)

4 **LEA Name** Bradford Special School District

5 **LEA #** 274

Account Number/ Line Item Number	OTHER USES/ TRANSFERS OUT AND INDIRECT COST	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	Bradford High School SIG: Budget 2010-2011	Bradford High School SIG: Budget 2011-2012	Bradford High School SIG: Budget 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
293	99100										
	Line Item Description										
294	99100 / 504 Indirect Cost	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
295	99100 / 590 Cumulative Transfers TO Other Federal Projects (INCLUDING Consolidated Administration) (Expenditure(s) FROM this Title/Project)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
296											
297	99100 Subtotal TRANSFERS OUT AND INDIRECT COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
298											
299	Total Appropriations	400,000.00	0.00	0.00	0.00	157,841.00	143,341.00	98,818.00	0.00	0.00	0.00

Comments: