

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: Loudon County Schools		
Address: 100 River Road	City, State and Zip Code: Loudon, TN 37774	
Area Code/Telephone Number: 865-458-5411	Area Code/Fax Number: 865-458-6138	
District Grant Contact Person Kim McGimsey	Title: Federal Programs Director	
Address: 100 River Road	City, State and Zip Code: Loudon, TN 37774	
Telephone No.: 865-458-5411	Fax No.: 865-458-6138	E-Mail: mcgimseyk@loudoncounty.org
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. 		

<p>10) ARRA funds (Title I-A)</p> <p>A. Comply with all applicable laws and regulations including any directives or requirements from the Tennessee Recovery Act Management (TRAM) Office;</p> <p>B. Submit reporting requirements as specified by federal and state laws, regulations and/or policies;</p> <p>C. Track all ARRA funds and expenditures in separate budget accounts and categories as required.</p>		
<p>Print Name of Director of Schools (or designee): M. Wayne Honeycutt</p>	<p>Signature of Director of Schools (or designee):</p>	<p>Date 6-1-10</p>
<p>Print Name of Board Chair: Robert S. Newman</p>	<p>Signature of Board Chair</p>	<p>Date 6-1-10</p>

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.

<p>Name of School District: Loudon County Schools</p>		
<p>Title I Director's Name: Kim McGimsey</p>	<p>Title I Director's Signature:</p>	<p>Date 6-1-10</p>
<p>NCLB Field Service Consultant's Name: Daryl Schaefer</p>	<p>NCLB Field Service Consultant's Signature:</p>	<p>Date 6-1-10</p>

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: Ft. Loudoun Middle School		
Exemplary Educator/AGE Name: Gracie Lewis	Exemplary Educator/AGE Signature:	Date
STAT Name:	STAT's Signature:	Date

School Name: Greenback School		
Exemplary Educator/AGE Name: William Crosland	Exemplary Educator/AGE Signature:	Date 5-28-10
STAT Name:	STAT's Signature:	Date

School Name:		
Exemplary Educator/AGE Name:	Exemplary Educator/AGE Signature:	Date
STAT Name:	STAT's Signature:	Date

School Name:		
Exemplary Educator/AGE Name:	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
Ft. Loudoun Middle	893			X				
Greenback School	896			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
NA					

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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.

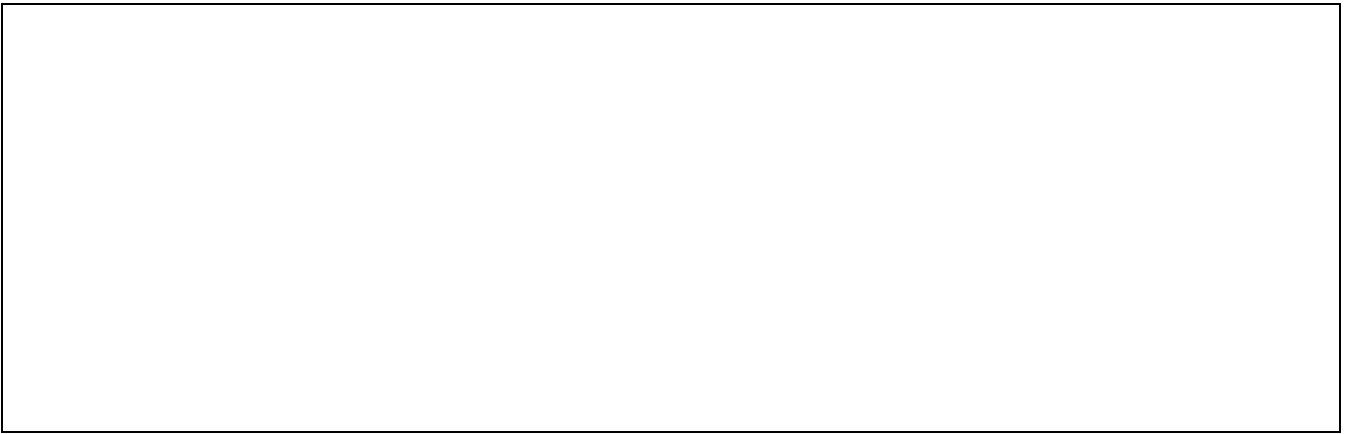
An LEA must identify Tier III schools the LEA commits to serve and identify the state model that the LEA will use in Tier III schools that are renewal schools by Tennessee’s definition, which are schools in corrective action or restructuring I status.

SCHOOL NAME	NCES ID #	RENEWAL SCHOOLS INTERVENTION			
		TBD	TBD	TBD	TBD
NA					

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
NA				



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.

Loudon County School System TCAP Data for SI Grant

Our system's data is as follows:

3-8th

R/LA - 93% proficient and advanced

Math - 91% proficient and advanced

High School

R/LA - 95% proficient and advanced

Math - 75% proficient and advanced

Grad. Rate - 88.4%

Attendance - 95.4%

All of these are for the all subgroup.

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:

NA

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

Consistent with the final requirements of this grant application, Loudon County School System’s School Improvement Grant Team has designed the following interventions for Ft. Loudoun Middle and Greenback School :

Professional development that is standards based, result driven, and job embedded that provides activities that are collaborative but also differentiated to meet the individual needs of teachers and shared with local churches to help parents and caregivers learn and use effective strategies that will impact student behavior academically and socially.

Data training to equip teachers with the necessary skills to understand data, navigate all available data resources, analyze the data, create improvement plans for specific targeted groups as well as all students, and increase their knowledge on the use of formative assessments.

Training designed to help connect teachers to students by demonstrating how poverty impacts learning, work habits, and/or decision making through research-based strategies that provide educators with hands-on techniques that help them **narrow and then eliminate the achievement gap for all students, but especially under-resourced students.**

Training and resources on how to identify and implement effective teaching strategies for diverse learners in reading and mathematics. Emphasis will be placed on curriculum, instruction, and assessment that has been proven to be coherent, focused, well-articulated, and consistent with research in the field, that focuses on increasing student learning.

Positive behavior support training designed to help schools establish a school wide systematic approach in providing the necessary behavior supports that will enable the school to be an effective learning environment for all learners.

Training that promotes healthy parent/teacher/student relationships and positive school wide discipline such as Love and Logic. This program helps schools set limits in the classroom without anger, provides underachievers hope and willingness when the going gets tough, raises the odds for kids to stay in school, builds strong connections between home and school, manages disruptive students, makes teaching and learning more fun and productive, gets and keeps students’ attention, builds positive student-teacher relationships, and helps students own and solve their own problems.

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

Loudon County does not plan to use an external provider however; if we were to use an external provider this LEA's SIG Committee would first seek input from all stakeholders to determine the school's needs. Next, the committee would research to find the vendor(s) that could meet those needs. The committee would then follow board policies and procedures and federal guidelines regarding vendor contracts, background checks, and the bidding process.

- 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 resources such as Title I, Title II, and IDEIA support the interventions by providing funds for additional personnel, equipment such as Promethean Boards, N-Computing systems for the classroom and computer labs, active response systems, and professional development opportunities in identified, high need academic areas. **State and local funds provide support by** providing assistant principals, reading intervention teachers, and interventions specialists to assist with school / parent communication through the S-Team process and to promote family engagement. **Faith based and community resources provide support** through mentoring programs such as before and after school tutoring and "lunch buddies". **The Coordinated School Health Program enhances the program by** providing teachers with training to recognize and prevent bullying and students with opportunities to participate in clubs such as P-Cubed (Positive Peer Pressure). **The Family Resource Center supports the interventions/activities by** offering parenting classes to any parent that would like to attend, help for low socioeconomic families (i.e. food pantry, clothing, Good Samaritan Center, etc.), and an after school program (LEAP) at Ft. Loudoun Middle.

- 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.

The Loudon County Schools' SI Grant Team met on May 13, 14 and June 1, 2010 to review School Board Policy, practices, administrative procedures, employee code of conduct, and school handbooks of the two Tier III high priority schools. The Loudon County School System is in complete compliance with all requisite local, state, and federal requirements, laws and guidelines and that no procedural barriers exist. **There is no policy, practice, or procedural additions or deletions required at this time.**

- 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.

Reform changes will be sustained after the funding period ends by:
Instructional equipment that has been purchased through Title I as well as any equipment that will be purchased through the SI Grant will be maintained and sustained by the **system’s technology department with a combination of local, state, and federal funds.**
Additional personnel provided to each high priority school will be maintained /sustained **through federal and local funds as available.**
Continued and ongoing high quality, research-based professional development will be funded by Title I and Title II grants in high need areas identified by current school data.
Loudon County Board Policy 5.105 establishes guidelines for the recruitment of effective teachers and leaders. In addition, **Title II funds** are used to help teachers become highly qualified in hard to staff academic areas and schools as **mandated by the NCLB Act of 2001.**

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

The Loudon County School System will support implementation of this grant through technical assistance from instructional supervisors, school administrators, instructional coaches, SIG coordinator, parents, and the community.

- 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.

NA

- 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.

NA

- 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.

Loudon County Schools will employ the following process to create internal evaluations of the SI Grant:

At the beginning of the each school year the LEA in conjunction with the administration at each focus school will hold a “Blue Sky” meeting with all stakeholders. In this meeting stakeholders will given the opportunity to share what they like about the school and want to continue doing, what they want the school to stop doing, and what they would like to see the school start doing. Stakeholders will then be given data beginning with the 2007-08 school to present. The LEA will review with stakeholders the changes that have occurred within each school regarding curriculum, instruction, and parent/community involvement and the positive impact that these changes have made. The school’s current TSIP to include the most recent data as well as data gleaned from other sources such as Think-Link along with the school’s action plan will be shared with all stakeholders. Stakeholders will also be given a copy of the SI grant interventions, timeline, and expected milestones. Small group discussions regarding this information will be facilitated by LEA staff and school leadership staff and then discussed with the whole group. The “Blue Sky” meeting will be held again midyear to evaluate the program and process and to make adjustments as needed.

School based data teams will meet at the conclusion of each grading period to compile and disaggregate relevant academic data which includes formative and summative assessments. This data along with curriculum maps and pacing guides will be used to evaluate student achievement. Successes as well as areas that need improvement will be identified and shared with the faculty, staff, students, parents, community stakeholders and instructional supervisors via school newsletters and school websites.

The LEA will meet quarterly with school teams to discuss the intervention and professional development timelines, milestones, and school data to include Think Link, attendance/graduation, failure rates/credit recovery, RTI, and special education referrals. Nonacademic barriers to education which include Youth Risk Behavior and Safe Schools Act survey will also be included.

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.

NA

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) Kathy Proaps

SIG Coordinator 's E-Mail address: proapsk@loudoncounty.org

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: Kathy Proaps	SIG Coordinator	Administration of SIG	Tier III	35
Kim McGimsey	Federal Programs	Title I compliance and monitoring, oversee implementation of Tier III intervention	Tier III	30
Jason Vance	Secondary Supervisor	Instructional and Professional Development support	Tier III	30
Kathy Greene	Pre-K-5 Supervisor	Instructional and Professional Development support	Tier III	14(Greenback Only)
Sissy Foster	Special Ed Supervisor	Instructional and Professional Development support	Tier III	20/25
a. How often will the LEA 1003(g) district support team meet? minimum of once a month				
b. How often will they report on their work and the work on Tier I, II, and III schools to the superintendent? Monthly, through written documentation				
c. How often will they report on their work and the work on Tier I, II, and III schools to the				

Board of Education? Quarterly

- 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?

Yes 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? Tiffany Ratledge, principal of Ft. Loudoun Middle, Joey Breedlove, principal of Greenback School, Kim McGimsey, Federal Programs Director, Jason Vance, Assistant Director/Secondary Supervisor

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.

Name of School: See attached information for Ft. Loudoun Middle and Greenback School

Principal Name for SY10-11: _____

(mark TBD if unknown at this time)

Tier: I II III

(Please check appropriate tier)

Needs of School: All and disaggregated Student Achievement Data (Insert most recent TSIP data, not AYP data, for math, reading/language arts, graduation or attendance rate by all students and subgroups)(copy and paste data into the box):

School Achievement and Goals for other Indicators: Attach an electronic copy of your TSIP Action Plan (Component 4) to your application.

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.

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.

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.

See attached school plans for Ft. Loudoun and Greenback School.

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.

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

Name of School: Fort Loudoun Middle School

Principal Name for SY10-11: Tiffany Ratledge

(mark TBD if unknown at this time)

Tier: I II III

(Please check appropriate tier)

Needs of School: All and disaggregated Student Achievement Data (Insert most recent TSIP data, not AYP data, for math, reading/language arts, graduation or attendance rate by all students and subgroups) (copy and paste data into the box):

In the total student population for the 2007/2008 school year, Below Proficiency percentages in Reading and Language Arts saw an improvement in 7th and 8th grades, and a decrease in 6th grade. 9% in sixth grade as compared to 8.5% the previous year of 2006/2007. 9.6% in seventh grade as compared to 14.4% the previous year of 2006/2007. 5% in eighth grade as compared to 7.3% the previous year of 2006/2007. In Math, the Below Proficiency percentages showed improvement in 6th and 8th grade and a decrease 7th Grade 9.8% in sixth grade as compared to 13.6% the previous year of 2006/2007. 14.0% in seventh grade as compared to 12.6% the previous year of 2006/2007. 11.0% in eighth grade as compared to 13.5% the previous year of 2006/2007. In Advanced Proficiency percentages for total students, Reading and Language Arts showed improvement in 6th and 7th grades, and a slight decrease in 8th grade. 35.1% sixth grade as compared to 33.8% the previous year of 2006/2007. 33.1% in seventh grade as compared to 30.5% the previous of 2006/2007. 38% in eighth grade as compared to 39.1% the previous year of 2006/2007. In Math showed improvement in 6th and 8th grades and a decrease in 7th grade. 35.7% in sixth grade as compared to 30% the previous year 2006/2007. 31.6% in seventh grade as compared to 32.1% the previous year 2006/2007. 26.0 in eighth grade as compared to 21.6% the previous year 2006/2007.

Students with Learning Disabilities

Reading/Language Arts

6th Grade – Proficient/Advanced – Students with Learning Disabilities – 90.9%

Regular Education – 91%

7th Grade – Proficient/Advanced – Students with Learning Disabilities – 80%

Regular Education – 90.5%

8th Grade – Proficient/Advanced – Students with Learning Disabilities – 90%

Regular Education – 95%

Mathematics

6th Grade – Proficient/Advanced – Students with Learning Disabilities –63.6%

Regular Education—90.2%

7th Grade – Proficient/Advanced – Students with learning Disabilities – 66.7%

Regular Education – 86%

8th Grade—Proficient/Advanced – Students with Learning Disabilities – 50%

Regular Education – 89%

Low Socioeconomic Status (SES)

Reading/Language Arts

6th Grade – Proficient/Advanced – Low SES – 89.4%

Not Low SES –93.3 %

7th Grade – Proficient/Advanced – Low SES – 86.4%

Not Low SES –97.9 %

8th Grade – Proficient/Advanced – Low SES – 91.7%

Not Low SES –100.0 %

Mathematics

6th Grade—Proficient/Advanced – Low SES – 85.1%

Not Low SES –97.8 %

7th Grade—Proficient/Advanced—Low SES – 82%

Not Low SES – 93.6%

8th Grade – Proficient/Advanced – Low SES – 85%

Not Low SES—95.0%

School Achievement and Goals for other Indicators: Attach an electronic copy of your TSIP Action Plan (Component 4) to your application.

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.

Teacher effectiveness is central to the educational process. High quality, on-going professional development is vital to meeting the needs of all learners. FLMS recognizes that "professional development should be standards based, results driven, and job embedded.... activities should be collaborative but also differentiated to meet the individual needs of teachers".

Our professional development plan will include acquisition and dissemination of researched-based strategies aimed at impacting all students.

The three year plan includes the following professional development activities:

Utilizing the Data to Make Instructional Decisions: Winter 2011-Fall 2012—FLMS teachers will be trained on how to understand the data, navigate all available data sources, analyze the data, create improvement plans for specific targeted groups, and increase their knowledge on the use of formative assessments.

Framework for Understanding Poverty—Fall 2010; Summer 2011 This type of training is designed to help connect teachers to students by demonstrating how poverty impacts learning, work habits, and/or decision making. The reality of living in poverty brings out a survival mentality and turns attention away from opportunities taken for granted by people in middle and upper class. If you work with people in poverty, a better understanding of how different their world is from yours will be invaluable. Research-Based Strategies provides educators with hands-on techniques that help them narrow and then eliminate the achievement gap for all students, but especially under-resourced students. Reduce your planning and response time and improve your effectiveness. Develop more immediate, reliable intervention strategies. Address students' challenges before they become overwhelming. This seminar provides strategies that can be readily implemented and integrated into any curriculum or program and will raise student achievement. In this redesign, you will find:50+ strategies, their explanations, and relevant research A chart of observed student behaviors Extensive bibliographic references A "menu" of strategies that can be used to meet the needs of today's under-resourced learners

Effective Teaching Strategies—Fall 2010, Fall 2011, Fall 2012—FLMS teachers will be provided guidance, training, and resources on how to **identify and implement effective teaching strategies for diverse learners in reading and mathematics. Emphasis will be placed on curriculum, instruction, and**

assessment that has proven to be coherent, focused, well-articulated, and consistent with research in the field, that focuses on increasing student learning.

Positive Behavior Support Training—Summer 2010, Fall 2010, Spring 2011 --This training is designed to help schools establish a school wide systematic approach in providing the necessary behavior supports that will enable the school to be an effective learning environment for all learners. It deals with both social competence and academic achievement. Research has shown that the use of PBS increases academic achievement, reduction in office discipline referrals, and increased perceptions that the school is a safe place to be.

Love and Logic Training – Summer 2011--**Love and Logic®** is a method of working with students which was developed by educational expert Jim Fay, child psychiatrist Foster W. Cline, M.D. and Charles Fay, Ph.D. Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline. Love and Logic works along with all other school discipline programs. This program will help FLMS to: set limits in the classroom without anger, provide underachievers hope and willingness when the going gets tough, raise the odds for kids to stay in school, build strong connections between home and school, manage disruptive students, make teaching and learning more fun and productive, get and keep students' attention, build positive student-teacher relationships, help students own and solve their own problems. The 9 Essential Skills for the Love and Logic Classroom (DVD) set will be purchased and placed in the school's professional library. The Schoolwork/Homework CD Package will also be purchased as a resource for teachers, parents and community stakeholders.

6) High Priority Schools Conference-- Fall 2010-- The state department is sponsoring a two-day conference for High Priority Schools on October 18 and 19 in Gatlinburg. A team of teachers, administrators and counselors will attend the conference titled: The Essential Question: What is Best for the Students? A Collaborative Forum for High Priority Schools Sharing Promising Practices, Research and the Latest Information from the State to learn about promising practices, research, and new information that impacts high priority schools. This learned information will then be shared with all faculty and staff members.

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.
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Rationale:

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

Intervention:

Rationale: N/A

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

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.

The implementation plan will help teachers become more effective at identifying students at risk of academic failure, help to improve the system's overall graduation rate, equip teachers with effective teaching strategies to meet the needs of diverse learners of all ability levels, enable teachers to better understand how poverty affects student achievement, equip teachers with strategies on how to overcome poverty and its implications, design and create a positive school wide behavior support system for all students, and provide teachers with mentor/academic/data coaches to empower them with a skill set that will allow them to be an effective teacher. The interventions will consist of selecting personnel to be mentor coaches, data coaches, and academic coaches. These coaches will work individually or with small groups of teachers to help them understand the standards, pacing guides, selection of effective teaching strategies, and apply this knowledge to better help them identify students at risk of being non-proficient. Technology will also be purchased to help teachers in the area of formative assessments.

Teachers will be paid stipends for attending professional development opportunities that go beyond the normal working day and/or on Saturdays. Employees will be paid stipends for conducting various professional development activities.

Substitutes will be paid in order for personnel to attend various workshops, conference, and collaborative team meetings. Positive parent interactions will be promoted within the school setting by increasing parental involvement in all aspects of the school program; parent stipend will be used to pay parents for overseeing parent involvement activities.

Year 1: October—identify students in need and begin implementation process with these students; January—review the list of identified students against available new TCAP data and revise list as needed and continue the intervention implementation process; March—review all the data to determine success of the implementation plan and student achievement gains. For parent involvement, in the June--identify parent leader; October—create annual activity list, March—conduct an analysis results of the year’s activities. In the area of coaches, October—assign coaches to specific teachers, and hold monthly meetings; January— Schedule and hold reflection meetings, and in the March—schedule and hold summative meetings

Year 2: October—identify students in need and begin implementation process with these students; January—review the list of identified students against available new TCAP data and revise list as needed and continue the intervention implementation process; March—review all the data to determine success of the implementation plan and student achievement gains. For parent involvement, in the June--identify parent leader; October—create annual activity list, March—conduct an analysis results of the year’s activities. In the area of coaches, October—assign coaches to specific teachers, and hold monthly meetings; January— Schedule and hold reflection meetings, and in the March—schedule and hold summative meetings.

Year 3: October—identify students in need and begin implementation process with these students; January—review the list of identified students against available new TCAP data and revise list as needed and continue the intervention implementation process; March—review all the data to determine success of the implementation plan and student achievement gains. For parent involvement, in the June--identify parent leader; October—create annual activity list, March—conduct an analysis results of the year’s activities. In the area of coaches, October—assign coaches to specific teachers, and hold monthly meetings; January— Schedule and hold reflection meetings, and in the March—schedule and hold summative meetings.

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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.

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

Name of School: Greenback

Principal Name for SY10-11: Joseph Breedlove

(mark TBD if unknown at this time)

Tier: I II III

(Please check appropriate tier)

Needs of School: All and disaggregated Student Achievement Data (Insert most recent TSIP data, not AYP data, for math, reading/language arts, graduation or attendance rate by all students and subgroups)(copy and paste data into the box):

School Achievement and Goals for other Indicators: Attach an electronic copy of your TSIP Action Plan (Component 4) to your application.

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.

Professional Development Plan

Teacher effectiveness is central to the educational process. High quality, and on-going professional development are vital to meeting the needs of all learners. Greenback recognizes that "professional development should be standards based, results driven, and job embedded.... activities should be collaborative but also differentiated to meet the individual needs of teachers" (103).

The professional development plan will include acquisition and dissemination of researched-based strategies aimed at impacting all students. The leadership team intends on empowering teacher leaders by seeking conferences for teachers to attend and then return to their colleagues to present and disseminate the information. Teachers will also be conducting seminars and informative sessions at local churches to help parents and caregivers learn and use strategies that will impact student behavior academically and socially.

The three year plan will include:

Summer 2010

Mike Winstead, assistant director of schools, credits Maryville High School's collaborative approach with its teachers, guidance counselors, administrators and parents to keep students on track to graduate. Winstead will

address targeting and assisting students to meet graduation requirements for the state of Tennessee.

Maria Warren, Differentiated Learning Useful strategies covering all curriculum areas that will meet the needs of all learners at all levels. This is a hands-on workshop for all grade level teachers.

Dr. Ruby Payne, Framework for Understanding Poverty: Designed to help you connect to your students How does poverty impact learning, work habits, or decision making? The reality of living in poverty brings out a survival mentality and turns attention away from opportunities taken for granted by people in middle and upper class. If you work with people in poverty, a better understanding of how different their world is from yours will be invaluable. Research-Based Strategies provides educators with hands-on techniques that help them narrow and then eliminate the achievement gap for all students, but especially under-resourced students. Reduce your planning and response time and improve your effectiveness. Develop more immediate, reliable intervention strategies. Address students' challenges before they become overwhelming. This seminar provides strategies that can be readily implemented and integrated into any curriculum or program and will raise student achievement. In this redesign, you will find:

- 50+ strategies, their explanations, and relevant research
- A chart of observed student behaviors
- Extensive bibliographic references
- A "menu" of strategies that can be used to meet the needs of today's under-resourced learners
- New strategies categorized by academic, behavior, or community-based concern or challenge

Deputy Mike Carlock, How Observant Are You? (The impact of negative social-media on student behavior). Dep. Carlock is a Carter County Deputy, SRO officer and presenter of information regarding the identification of at risk behavior and the impact of social-media on students.

Fall 2010

ThinkLink Training

Love and Logic[®] is a method of working with students which was developed by educational expert Jim Fay, child psychiatrist Foster W. Cline, M.D. and Charles Fay, Ph.D. Love and Logic has many tools for educators, principals and districts that promote healthy parent/teacher and teacher/student relationships and positive school wide discipline. And yes, Love and Logic works along with all other school discipline programs. It actually makes them work better! Love and Logic helps educators, administrators, and counselors:

- Set limits in the classroom without anger
- Provide underachievers hope and willingness when the going gets tough
- Raise the odds for kids to stay in school
- Build strong connections between home and school
- Improve attendance
- Manage disruptive students
- Make teaching and learning more fun and productive
- Immediately handle disruptive students
- Get and keep students' attention

- Build positive student-teacher relationships
 - Help students own and solve their own problems
 - Bully proof children, diffuse power struggles, and handle difficult people
 -
- It works because:
- When adults take care of themselves, they hand the problem back to the student who created it.
 - When the student has to solve the problem, they have to think.
 - When students have to think, they learn that decisions have consequences.
 - When students have to deal with consequences, they learn to think.
 - When we allow the student to deal with the consequences, they learn to think before they cause a problem.
 - When the student learns to ask themselves, "How is my behavior going to affect me?" they have learned self control.

Teachers selected from each school level will become trainers/presenters in the Love and Logic program. Upon completion of their training through the Love and Logic Lending Library, these teachers will lead parent meetings, held at local churches to present "Build A Child in 6570 Days". These parenting workshops are designed to help foster positive character traits in our young people. The 9 Essential Skills for the Love and Logic Classroom (DVD) set will become part of the school's professional library. The Schoolwork/Homework CD Package will also be purchased as a resource for both teachers, parents and community stakeholders.

High Priority Schools Conference A team of teachers, administrators and counselors will attend the conference. The state department is sponsoring a two-day conference for High Priority Schools on October 18 and 19 in Gatlinburg. Schools are requested to come as teams including an administrator, math teacher, RLA teacher, and other members as determined by the school's AYP status.

Conference Title: THE Essential Question: What is Best for the Students?

A Collaborative Forum for High Priority Schools Sharing Promising Practices, Research and the

Latest Information from the State

Why: To share promising practices, research, and new information that impacts high priority schools. Schools will be expected to share and to collaborate. Time will be provided for team planning.

Winter 2010 NSTA On December 2-4, two science teachers, one from the middle school and one from the high school, will attend The National Science Teachers Association Conference in Nashville, TN. Teachers will return to Greenback to share their findings and ideas.

Spring 2011

MAX Teaching With Reading and Writing a staff-development opportunity for schools interested in improving reading, writing, and learning skills of all students from the first grade through the thirteenth.

MAX is an acronym that stands for the three steps of a teaching framework that any teacher can use. The acronym stands for **M**otivation, **A**cquisition, and **E**Xtension. It's a way to help all students better learn their subject matter and improve their literacy skills. The essential goal of teachers who use the **MAX** teaching framework is to level the playing field by raising the bar for all students. This involves creating a classroom environment that provides instruction in building skills to enable improved performance, while at the same time engaging all students in active

learning from textbooks and other forms of textual matter. By focusing on one or more skills – such as predicting, questioning, paraphrasing, note taking, or reorganizing written information, the teacher is reducing the probability in any given student’s mind that the learning experience will lead to failure. Instead of teaching just subject matter, the teacher is focused on *helping students learn how to learn the subject matter!* Risk is also reduced by the use of cooperative learning, if done properly. Finally, by placing the concrete prop of text in the hands of the students, they are empowered to cite why they think what they think. They are not dependent on what the teacher said at some earlier time in the class to make their point about some concept.

Summer 2011

Promethean Board Training Jill Pierce

PCS will provide on site training for beginners and advance users of interactive white boards. This training will be on going to keep current with new technologies introduced by the company.

Subjects Matter On-site Presentation

A Guide to Content-Area Reading demonstrates how teachers of all students can engage and support students' reading, support comprehension, and match instruction to students' needs. In addition, participants explore techniques for selecting a balanced diet of texts that invite students into literate practices and hold their interest.

Daniels and Zemelman's **A Guide to Content-Area Reading** shows teachers in every discipline how to energize learning by giving students tools for considering the important ideas in each subject. Its practical activities go beyond the textbook and encourage student cooperation while ensuring kids read and succeed in every classroom

OBSERVE HOW READING WORKS, SO AS TO UNDERSTAND THE STRATEGIES STUDENTS NEED TO SUCCEED
EXPERIENCE ACTIVITIES THAT ENGAGE AND IMPROVE LEARNING
LEARN WAYS TO FOSTER SUCCESS, SO THAT READING SUPPORTS STUDENTS' LEARNING IN YOUR SUBJECT
INTRODUCE A RANGE OF EXCITING BOOKS IN ALL THE CONTENT AREAS THAT PROVIDE A BALANCED DIET OF MATERIAL TO DRAW TEENAGE READERS INTO YOUR SUBJECT
DISCUSS TEXTBOOKS-WHY THEY ARE NOT ENOUGH, THEN LEARN SPECIFIC WAYS TO USE THEM MORE EFFECTIVELY

International Society for Technology in Education 2011 Conference

ISTE 2011 marks an important evolution in the conference's history. All onsite attendees are members of ISTE, members dedicated to recognizing and channeling the transformational power of technology in support of school improvement and student engagement. Participation in the 2011 exhibit is your key opportunity to connect with the potential of this year-round audience.

Fall 2011

ThinkLink Training

Supporting Teacher Effectiveness and Improving Student Achievement

Pathways for Advancing Adolescent Literacy is a yearlong professional development program that helps teachers, schools, and districts address the unique needs of adolescent learners with content on key areas such as gradual

release of responsibility, 21st century literacy, closing the achievement gap, content area literacy, and assessment.

Structured to support cross disciplinary learning communities

Pathways for Advancing Adolescent Literacy is organized around four key questions and thirteen learning strands to maximize the teaching and learning practices across the academic content areas and create the most locally customized professional development experience available

Spring 2012

National Council of Teachers of Mathematics conference **April 25-28,2012**

Curriculum, instruction, and assessment: **Provide guidance and resources for developing and implementing mathematics curriculum, instruction, and assessment that are coherent, focused, well-articulated, and consistent with research in the field, and focused on increasing student learning.**

Summer 2012

International Society for Technology in Education 2012 Conference

ISTE 2012 marks an important evolution in the conference's history. All onsite attendees are members of ISTE, members dedicated to recognizing and channeling the transformational power of technology in support of school improvement and student engagement. Participation in the 2012 exhibit is your key opportunity to connect with the potential of this year-round audience.

Fall 2012

ThinkLink Training



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.

-Credit Recovery

-Emergency Credit Recovery

-Independent Studies

-Career Cruising

-Destination Success

-STAR Reading

-Math Facts in a Flash

-Kuder

-Stick to School online program

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.

Year 1: Maintain/Increase Graduation Rate per State standards

August-Identify students at risk, enroll students in credit recovery, study classes, and ACT Prep classes; November-Identify students in all grades with 75% or lower in any classes; January-review students at risk of failure; May-remediation plan for students in summer school

Year 2: Maintain/Increase Graduation Rate per State standards

August-Identify students at risk, enroll students in credit recovery, study classes, and ACT Prep classes; November-Identify students in all grades with 75% or lower in any classes; January-review students at risk of failure; May-remediation plan for students in summer school

Year 3: Maintain/Increase Graduation Rate per State standards

August-Identify students at risk, enroll students in credit recovery, study classes, and ACT Prep classes; November-Identify students in all grades with 75% or lower in any classes; January-review students at risk of failure; May-remediation plan for students in summer school

As a result of the NCLB report card for 2008, Greenback School was identified as not meeting graduation rate requirements set forth by the State of Tennessee. Greenback school will focus on the core academic areas of Math and Reading. In an effort to retain students through Graduation, research shows that students failing a core course in grades 6-9 are more likely to not meet Graduation Requirements. In looking at areas for potential growth and scaffolding, Greenback School sees the need for all grade-level teachers to have the equipment and professional development/training to engage students in these core classes leading to a more successful result. Students are more engaged when a higher level of technology is utilized; thus making learning more real- world. "The use of technology as an alternative to traditional classroom instruction individualizes instruction and allows for scheduling flexibility. However, it also requires strategizing in order to maintain students' motivation and engagement and to help them develop independent learning skills, self-discipline, and technology-based communication skills necessary to become successful online learners. There is some initial research evidence supporting the effectiveness of utilizing technology to help students complete courses required for graduation (e.g., Cavanaugh et al., 2004; Hannafin, 2002)." (p.95)

In order to keep pace with the growing demands on student achievement it is necessary for Greenback School to update and enhance current technology. Grant funds will be used to purchase Promethean Packages (board, projector, laptop, & installation), ACTive Learning Response Systems, iPads, PCs, and laptops. Professional development will be provided for teachers leading to innovative lesson plans using the new technology, while amassing a wider resource base, thus increasing student achievement. Teachers within the targeted area will be working with the administrative staff, instructional supervisors, and mentoring teachers to meet a higher level of instruction. Teachers will consistently collaborate on curriculum at their grade level/subject level, and above and below grade levels. Flexible grouping strategies in reading and math will be utilized to increase norm gains for all learners to narrow achievement gaps. Higher order thinking skills will be integrated into instruction culminating

into a richer, more holistic learning experience.

PROMETHIAN ACTIVE BOARDS

200 delegates participated in a series of seminars reflecting on some of the evidence about the effectiveness of wide scale ICT implementation in our schools. The research examined whether using IT in the classroom has genuinely improved students' achievement, how effectively learner response systems are being used in British classrooms, and compared findings with the results of similar studies in Spain and the United States. Key UK findings included:

- The more experience the teacher has in using an interactive whiteboard, and the greater exposure a pupil has to the technology, the greater the gains in attainment
 - o In Key Stage 2 maths, average and high attaining boys and girls who had been taught extensively with the interactive whiteboard made the equivalent of an extra 2.5 to 5 months' progress over the course of two years.
 - o In Key Stage 2 science, all pupils except high attaining girls made greater progress with more exposure to the interactive whiteboard with low attaining boys making as much as 7.5 months' additional progress.
 - o In Key Stage 2 writing, boys with low prior attainment made 2.5 months of additional progress.
 - o In Key Stage 1 maths, high attaining girls made gains of 4.75 months, enabling them to catch up with high attaining boys.
 - o In Key Stage 1 science, there was improved progress for girls of all attainment levels, and for average and high attaining boys.
 - o In Key Stage 1 English, average and high attaining pupils benefited from increased exposure to interactive whiteboards.
 - Interactive whiteboards have positive effects on the attention, attitude and motivation of all pupils, producing a co-operative 'community of learning' ethos in the class
- From the Becta evaluation of the Primary Schools Whiteboard Expansion Project – a study of more than 7,200 pupils over two years.

<http://www.prometheanworld.com/server.php?show=ConWebDoc.204>

ACTive Learning Response System

Learning response systems enable teachers to instantaneously engage students in both learning and assessment. The system allows for teachers to be presenting a lesson, and have students key in their answer allowing teachers instant feedback based upon the needs of the learners. Teachers can then view the results later in spreadsheet format allowing for more targeted lessons and assessment.

“Classroom participation is a huge (and sometimes complicated) part of the learning experience. It takes courage to speak up, and nearly psychic abilities to know who understands the lesson. ActiVote offers teachers and students a clearer answer—a friendly Learner Response System that makes sure every voice counts.”

<http://www.prometheanworld.com/server.php?show=nav.15999> Not all students have the self-esteem to take a risk and answer a question or make a comment during class. The learner response system enables everyone to comment, so there is no embarrassment in taking a risk.

IPads& Laptops

IPads and laptops ensure that learning is mobile and can be more widely used throughout the building. “The greatest feature in my opinion for education is the ability to have the iWork Suite available on the iPad. ...Now students can do word processing, slide show presentations, and create spreadsheets, and so much more,”

<http://wirededucator.wordpress.com/2010/01/28/an-ipad-in-every-classroom-apples-it-ablet-in-education-n/>

Ipads bring the newest in technology and learning into the classroom. “When I passed my iPad around the room there was absolutely no instruction needed. Every student just “knew” how to use it. Every app opens flawlessly and fast. I know teaching I get frustrated with computer problems: slow systems, applications not working, saving students work, and lots of questions on how to fix a problem or navigate through something. All of that is gone with the iPad. It’s “ON” instantly, and the apps open just as fast. No waiting. There is also no saving. When you leave and application everything is automatically saved. I love the simplicity and speed.”

<http://wirededucator.wordpress.com/2010/04/15/an-ipad-in-every-classroom-teacher-tested-student-approved/>

Laptops have been sporadically used as funds have been available. Teachers and students find that laptops are a vital part of the learning environment. “With the advent of laptop computers and wireless network connections, it is now feasible to use several laptops or iPods in a classroom, take them on field trips, and send them home with students. Used appropriately, they can engage students in project-based learning and multimedia activities, as the students participate in data collection, brainstorming, or production projects.”

<http://fcit.usf.edu/multimedia/deliver/deliverb.html>

Personal Computers

The need for personal computers is still evident as laptops and Ipads do not always have the capability to run a variety of programs, hardware, and software. Students will use personal computers as a tool as they strive to increase reading comprehension in the content areas of language arts, social studies, and science. Skills Tutor, Credit Recovery, Emergency Credit Recovery, Career Cruising, Destination Success, STAR Reading, Kuder, ThinkLink, and Stick to School are online programs that can be accessed via personal computers. These programs will allow students to explore career options and educational training levels for success in today’s workforce. Students are also identified through the RTI remediation program and will make use of the personal computing systems in an effort to bring their skills up to, or above grade level standards. Writing is still an essential skill for all students to master based upon research by Max Thompson stating that “Writing is evidence of learning.” Whether the system be an Ipad, a laptop, or a stand-alone computer, research supports students have higher achievement scores when word processing programs are utilized. “A meta-analysis of 32 studies comparing two groups of students who received identical writing instruction—with one group using word processing for writing assignments and the other group writing by hand—found that the quality of writing was higher for students using word processing (Bangert-Drowns, 1993). These studies—which included various grade levels, from college and high school down to elementary—indicated that the greatest successes with word processing were at the higher grade levels. More recent research indicates that younger students also benefit from word-processing skills. A study of children’s writing in a high-computer-access setting compared to a setting with infrequent usage, conducted during a three-year period beginning with third grade, showed that frequent use of word processing contributed to improved writing skills (Owston & Wideman, 1997). Another study of second-grade students indicated that word processing improved children’s general writing skills and contributed to longer compositions (Jones, 1994).”

Teachers within the targeted area will be working with the administrative staff, instructional supervisors, and mentoring teachers to meet a higher level of instruction. Teachers will consistently collaborate on curriculum at

their grade level/subject level, and above and below grade levels. Flexible grouping strategies in reading and math will be utilized to increase norm gains for all learners to narrow achievement gaps.

<http://www.ncrel.org/sdrs/areas/issues/content/cntareas/reading/li300.htm>

SOFTWARE PROGRAMS

ACT Prep

With the State of Tennessee's requirement of the ACT's College and Readiness Test, Greenback School sees the need to incorporate ACT Prep courses into the current curriculum in core areas of English and Math. All students will participate in ACT Prep courses while fulfilling Tennessee graduation requirements and assisting students in preparation in high school and post-high education and careers.

Destination Success "is a robust Pre-K to 8 reading curriculum that uses the power of technology to assess, prescribe, and engage students in the skills and concepts necessary for reading success. Created on scientifically based research from the national Reading Panel and the Alliance for Excellent Education, Destination Reading is a powerful early literacy and adolescent literacy program that correlates to state standards, and includes an explicit instructional pathway with frequent assessments to help guide individualized, data driven instruction." The math component in this program is Destination Math and provides "a complete (k-12) mathematics program that transforms the teaching of math and bolsters student understanding through a highly interactive learning environment that presents even the most abstract concepts with ease. Each session in Destination Math is presented to students in the context of real-world examples. Students develop fluency in critical skills, math reasoning, conceptual understanding and problem-solving skills. The seven comprehensive courses include assessments based on state standards as well as sequenced, Prescriptive, step by step instruction in math skills. Students get individualized skills instruction they need to master math curriculum and prepare for algebra and more advanced math concepts."

http://www.hmlt.hmco.com/downloads/Funding/Destination_Reading_and_Destination_Math_Title_II_Part_D.pdf

PROFESSIONAL DEVELOPMENT

Teacher effectiveness is central to the educational process. High quality, and on-going professional development are vital to reading the needs of all learners. Greenback recognizes that "professional development should be standards based, results driven, and job embedded.... activities should be collaborative but also differentiated to meet the individual needs of teachers" (103)

The leadership team intends on empowering teacher leaders by seeking conferences for teachers to attend and then return to their colleagues to present and disseminate the information. Teachers will also be conducting seminars and informative sessions at local churches

ThinkLink

ThinkLink is a valuable diagnostic tool for classroom teachers and administrators to use as a prediction of how students will perform on State standardized tests. The assessment information is clear and concise and aligns to State curriculum standards. Reading reports from assessments provides teachers with a clear view of which students are at risk, which students are just on the bubble of rising/falling to the next level. Once teachers review reports, prescriptive assignments can be assigned to specified students to individualize learning.

“Discovery Education Assessment: *Predictive Benchmark* is available in 20 states and is proven to predict student performance on the high stakes exam with up to 90% accuracy. Available in the subject areas Reading/Language Arts, Math, and in some states, Science, these benchmark assessments are given 3-4 times a year and are aligned to your curriculum. Color-coded, easy-to-interpret reports allow educators to quickly identify student areas of weakness and focus instruction where it is needed.”

http://www.discoveryeducation.com/products/assessment/predictive_benchmark.cfm

Academic Coaches, Supervisors, and Data Collection Personal

Two academic coaches will be hired, each working five and one-half hours per day. Academic coaches will assist in the successful transition of all students from elementary to middle school, middle school to high school, and from high school into college, technical school or career. Coaches will assist in identifying students that are credit deficient, retained or at risk of being detained, have poor attendance, transient, have failing grades on State standardized tests, non-mastery on ThinkLink assessments, mental/physical disability, behavioral problems and history of suspensions, three or lower on writing assessments, high-risk peer group, low SES, overage for their grade level, referred by a faculty member, or may exhibit social/personal risk factors. Coaches will also assist in tutorial support for students and parents, and to help classroom teachers with instructional needs.

The academic coach for elementary grades Pre-K-6 will be used to facilitate the acquisition of reading, math and language arts skills thus preparing students as they progress through school. The high school academic coach will assist students and teachers with reading in the content areas to facilitate learning.

The coach’s job will be two-fold. One aspect will be to assist classroom teachers in the identification of students and the acquisition of materials necessary to meet the diverse needs of students who are functioning below grade level. The other aspect will be to provide identified students and parents with academic support.

Students are already assessed in a variety of ways. Currently the RTI staff conducts reading fluency and comprehension assessments three times each year. Other assessments include, Needs Assessments, T-Cap scores, Renaissance Learning, Star Early Literacy, ThinkLink, Destination Success, ACT Prep, and other formative and summative assessments provided by Loudon County. The Academic Coach will assist teachers in the administration of assessments, planning, providing, and managing interventions. All interventions will be research based. Goals for students will be established, data points will be gathered from periodic assessments.

The Academic Coaches will provide periodic communication to parents regarding the progress of their child. The Academic Coach will plan and provide methods for parental involvement: Parent Night, Dissemination of Parenting Tips, Parent-Link, Parent Lunches, Homework Hotline, instruction of Skyward Online system for parents, and

Periodic News Letters.

Academic Coach Supervisors will meet weekly with Academic Coaches ensuring a successful program, going over student needs, teacher needs, and reviewing progress toward individual and group goals. Academic Coach Supervisors will be certified employees representing Loudon County Schools, and will be knowledgeable of State Curriculum requirements.

As multiple forms of Data are collected, two certified Loudon County School employees will be responsible for data collection and representation to interested members. Academic Coach Supervisors, Data Collection Personal, administration, grade-level lead teachers, and grant committee members will be privy to data and assist in decision making process as to the most effective means of sharing the data.

Classroom Supplies

A nominal amount of funds will be utilized for basic classroom supplies for the two Academic Coaches.

Parent /Stakeholder Contact

Parent contact is paramount to the success of all students. Parents will be informed by means of the Loudon County/Greenback School Website, letters, robo calls via the Skyward contact system, person phone calls, announcements at sporting events, civic events, etc., and student produced flyers. Light refreshments will be served 15-30 prior to meetings providing parents, caregivers, stakeholders, and all involved an opportunity to network.

Justification of Purchases

All purchases will directly affect student learning leading to maintaining, or increase of Graduation Rate. Purchases are deemed needful students and teachers, and are research based.

How and When Technology Will Be Used

Technology will be available for teachers and students during individual and small group tutorials before and after school as well as during Saturday School for students using the Credit Recovery programs. During regular school hours, teachers will be able to incorporate the use of technology to increase student interest/motivation by addressing varied learning styles, remediation and acceleration activities in both large and small groups.

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 6/2/2010 Submission Date

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

4 LEA Name Loudon County School System

5 LEA # 530

	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	Greenback School SIG: Budget 2010-2011	Greenback School SIG: Budget 2011-2012	Greenback School SIG: Budget 2012-2013	Ft. Loudoun Middle SIG: Budget 2010-2011	Ft. Loudoun Middle SIG: Budget 2011-2012	Ft. Loudoun Middle SIG: Budget 2012-2013
		\$500,000									
9	FY10 LEA/School Status	In Good Standing	In Good Standing	In Good Standing	In Good Standing	School Improvement 2			School Improvement 1-Improving		
10	FY 2010 SI Grant Award/Allocation	500,000.01	10,000.00	10,000.00	10,000.00	142,077.53	71,892.53	71,029.94	61,666.67	61,666.67	61,666.67
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	Greenback School SIG: Budget 2010-2011	Greenback School SIG: Budget 2011-2012	Greenback School SIG: Budget 2012-2013	Ft. Loudoun Middle SIG: Budget 2010-2011	Ft. Loudoun Middle SIG: Budget 2011-2012	Ft. Loudoun Middle SIG: Budget 2012-2013
71100	Line Item Description										
18	71100 / 116 Teachers	0.00	0.00	0.00	0.00				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	95,250.00	0.00	0.00	0.00	31,750.00	31,750.00	31,750.00	0.00	0.00	0.00
24	71100 / 189 Other Salaries & Wages	136,350.00				15,950.00	15,950.00	15,950.00	29,500.00	29,500.00	29,500.00
25	71100 / 195 Certified Substitute Teachers	600.00	0.00	0.00	0.00	200.00	200.00	200.00	0.00	0.00	0.00
26	71100 / 198 Non-certified Substitute Teachers	10,800.00	0.00	0.00	0.00	3,600.00	3,600.00	3,600.00	0.00	0.00	0.00
27	71100 / 201 Social Security	14,359.20				2,957.40	2,957.40	2,957.40	1,829.00	1,829.00	1,829.00
28	71100 / 204 State Retirement	12,339.69	0.00	0.00	0.00	1,443.48	1,443.48	1,443.48	2,669.75	2,669.75	2,669.75
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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31	71100 / 208 Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	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	3,358.20				691.65	691.65	691.65	427.75	427.75	427.75
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	900.00	0.00	0.00	0.00	0.00	0.00	0.00	300.00	300.00	300.00
40	71100 / 370 Contracts for Substitute Teachers Non-certified	2,100.00	0.00	0.00	0.00	0.00	0.00	0.00	700.00	700.00	700.00
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	27,600.00	0.00	0.00	0.00	5,200.00	5,200.00	5,200.00	4,000.00	4,000.00	4,000.00
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	104,068.00	0.00	0.00	0.00	69,685.00	0.00	0.00	11,461.00	11,461.00	11,461.00
48											
49	71100 Subtotal REGULAR INSTRUCTIONAL EDUCATION	407,725.09	0.00	0.00	0.00	131,477.53	61,792.53	61,792.53	50,887.50	50,887.50	50,887.50

1 6/2/2010 Submission Date

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

4 LEA Name Loudon County School System

5 LEA # 530

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	Greenback School SIG: Budget 2010-2011	Greenback School SIG: Budget 2011-2012	Greenback School SIG: Budget 2012-2013	Ft. Loudoun Middle SIG: Budget 2010-2011	Ft. Loudoun Middle SIG: Budget 2011-2012	Ft. Loudoun Middle 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 6/2/2010 Submission Date

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

4 LEA Name Loudon County School System

5 LEA # 530

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	Greenback School SIG: Budget 2010-2011	Greenback School SIG: Budget 2011-2012	Greenback School SIG: Budget 2012-2013	Ft. Loudoun Middle SIG: Budget 2010-2011	Ft. Loudoun Middle SIG: Budget 2011-2012	Ft. Loudoun Middle SIG: Budget 2012-2013
126	72210	Line Item Description									
127	72210 / 105	Supervisor/Director	0.00	0.00	0.00	0.00	0.00	0.00	0.00	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	27,705.00	9,235.00	9,235.00	9,235.00	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	1,860.00	620.00	620.00	620.00	0.00	0.00	0.00	0.00	0.00
143	72210 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	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	435.00	145.00	145.00	145.00	0.00	0.00	0.00	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	0.00	0.00	0.00	0.00	0.00	0.00	0.00	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	6,350.00	0.00	0.00	0.00	3,350.00	1,500.00	1,500.00	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	15,837.51	0.00	0.00	0.00	1,000.00	1,000.00	1,000.00	4,279.17	4,279.17
162	72210 / 524	In Service/Staff Development	40,087.41	0.00	0.00	0.00	6,250.00	7,600.00	6,737.41	6,500.00	6,500.00
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	92,274.92	10,000.00	10,000.00	10,000.00	10,600.00	10,100.00	9,237.41	10,779.17	10,779.17

1 6/2/2010 Submission Date

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

4 LEA Name Loudoun County School System

5 LEA # 530

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	Greenback School SIG: Budget 2010-2011	Greenback School SIG: Budget 2011-2012	Greenback School SIG: Budget 2012-2013	Ft. Loudoun Middle SIG: Budget 2010-2011	Ft. Loudoun Middle SIG: Budget 2011-2012	Ft. Loudoun Middle 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 **Submission Date**

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

4 **LEA Name** Loudon County School System

5 **LEA #** 530

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	Greenback School SIG: Budget 2010-2011	Greenback School SIG: Budget 2011-2012	Greenback School SIG: Budget 2012-2013	Ft. Loudoun Middle SIG: Budget 2010-2011	Ft. Loudoun Middle SIG: Budget 2011-2012	Ft. Loudoun Middle 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	500,000.01	10,000.00	10,000.00	10,000.00	142,077.53	71,892.53	71,029.94	61,666.67	61,666.67	61,666.67

Comments: