

OPART 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
Title I School Improvement Funds
School Improvement Grant Application
May 1, 2010-- September 30, 2013

SCHOOL YEAR <u>2010-2013</u>		
Name of School District: White County		
Address: 136 Baker Street	City, State and Zip Code: Sparta, TN 38583-1700	
Area Code/Telephone Number: 931-836-2229	Area Code/Fax Number: 931-836-8128	
District Grant Contact Person Karen Benningfield	Title: Federal Programs Director	
Address: 136 Baker Street	City, State and Zip Code: Sparta, TN 38583	
Telephone No.: 931-836-2229	Fax No.: 931-836-8128	E-Mail: Karen.benningfield@tennk12.net

A. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- 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): Sandra Crouch</p>	<p>Signature of Director of Schools (or designee):</p>	<p>Date 6/1/10</p>
<p>Print Name of Board Chair: Gary Sparkman</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: White County Schools</p>		
<p>Title I Director's Name: Karen Benningfield</p>	<p>Title I Director's Signature:</p>	<p>Date 6/1/10</p>
<p>NCLB Field Service Consultant's Name: Jim Greeson</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: White County High School		
Exemplary Educator/AGE Name: Holden Lail	Exemplary Educator/AGE Signature:	Date 6/1/10
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

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
White County High School	470450001798			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.

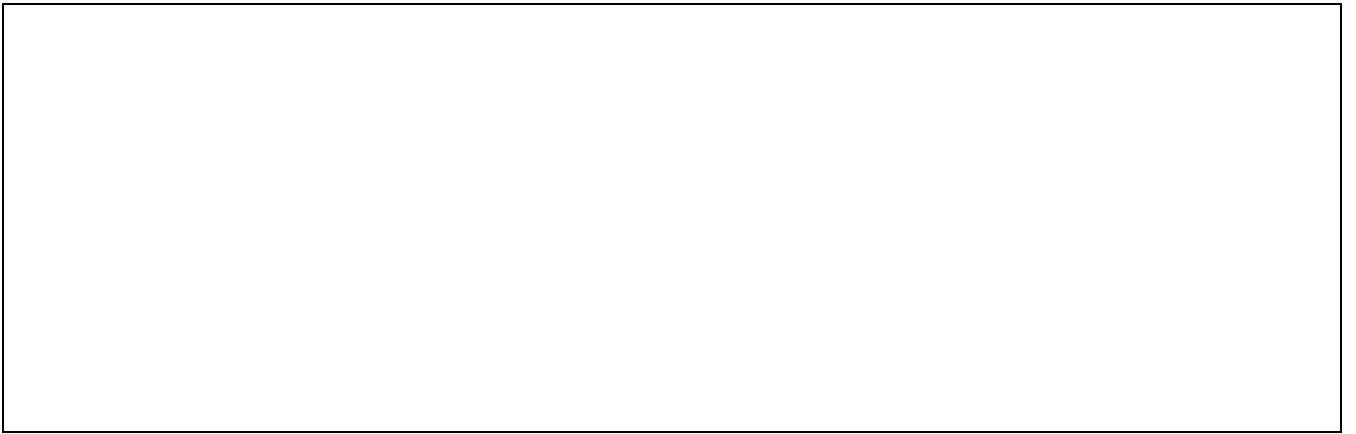
An LEA must identify Tier III schools the LEA commits to serve and identify the state model that the LEA will use in Tier III schools that are renewal schools by Tennessee’s definition, which are schools in corrective action or restructuring I status.

SCHOOL NAME	NCES ID #	RENEWAL SCHOOLS INTERVENTION			
		TBD	TBD	TBD	TBD
White County High School	470450001798	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>

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.

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;

White County High School is a Title I High Priority School that currently serves as the only high school in White County with the school population for 2009-10 being 1,150, 1,204 students in 2008-09, and 1,206 students in 2007-08. The school has one feeder middle school in addition to seven elementary (K-5) schools in the district. The ethnic breakdown for the current school population is reflected by the following percentage totals: Caucasian – 96.6%; African American – 2.1%; Asian/Pacific Islander - .2%; Hispanic – 1.0%; and Native American/Alaskan - .1%. The free/reduced lunch participation at White County High School has increased over the past several years with approximately 50% of students participating in the free/reduced lunch program during the 2009-10 school year.

White County High School is striving toward the goal of 100% proficient and advanced for all NCLB benchmarks. Data from the 2008-09 test cycle shows that in Algebra I, only 82% of economically disadvantaged students and only 64% of students with disabilities scored proficient and advanced, thus failing to achieve the 83% benchmark. For English II with a target of 93% proficient and advanced, 0% of Hispanic students and 0% of Asian/Pacific Islander students achieved the benchmark.

White County High School students also failed to meet the state average for ACT scores in many areas. The composite average for White County High School students is 20.2 as compared to a state average of 20.6. Math is an area of great need with White County High School students averaging only 18.7 as compared to a state average of 19.8. White County High School students averaged 19.6 in science/reasoning, far short of the state average of 20.4. Our goal is for White County High School to meet/exceed the state goals for the 2010-11 school year.

White County High School’s status as School Improvement I is the result of failure to meet the 90% benchmark for graduation rate. The graduation rate for 2007 was 74.4%, with an 80.1% rate in 2008, and 85.5% in 2009. Goal is for graduation rate to exceed 88% in the upcoming year.

The school and the school district have attempted to provide a high-quality education

for students through various measures and strategies. Each White County High School faculty member is certified and highly qualified for assigned courses. The school offers a variety of courses including academic, CTE, JROTC, arts, and electives. Recognizing the effectiveness of dual enrollment efforts in aiding high school students in their college transition and graduation (per research reported by the Center on Innovation and Improvement), White County High School has partnered with Motlow State Community College to offer dual enrollment courses at a Motlow satellite site that adjoins the high school campus. Likewise, articulation agreements have been finalized with area Tennessee Technology Centers for many CTE program areas.

In an effort to address identified needs at White County High School, several interventions have been implemented. A credit-recovery program has been developed in an attempt to re-engage students who are at risk of dropping out. As noted by the Center on Innovation and Improvement, research by Trautman and Lawrence (2004) suggests that “credit recovery programs may have positive effects on earning credits toward graduation, attendance rates, and passing rates on state standardized tests.” Recognizing that credit recovery is an important strategy for dropout prevention, White County High School has also created opportunities for extra academic support time for students during the regular school day in addition to providing extended learning time through a Saturday School program. Teachers are employed through extended contract funding to staff the credit recovery and Saturday School programs.

In an effort to assist students with the transition to high school, White County High School initiated a freshman academy program beginning in the 2008-09 school year. The district, through Title VI funding has added an extra counselor at White County High School to serve as graduation coach.

White County High School has made an attempt to bolster support of efforts through increased contact with parents. In addition to orientation events, parents are also encouraged to participate in parent-teacher conferences, test score analysis sessions, and parent booster organizations.

As a result of its School Improvement status, White County High School received the services of an Exemplary Educator during the 2009-10 school year. This EE has assisted in various activities including revision of the School Improvement Plan, analysis of teaching styles, and establishment of a leadership team. White County High School will build on these activities as they continue to work with the EE in the upcoming year.

White County High School seeks opportunities for encouraging high standards for both students and teachers/administrators. In early 2010 White County High School implemented the Tennessee Scholars program as an incentive for students. Also, the school is recognized as a High Schools That Work site and actively participates in

SREB activities, evaluations, and trainings.

Even with the many positive activities or programs that have been instituted at White County High School, the school still fails to meet graduation rate goals. As noted by the Center on Innovation and Improvement, one important element of dropout prevention is the early identification of students at highest risk for dropping out and targeting of resources to keep them in school. In 2010-11 White County High School will initiate an “early warning system” that uses research-based indicators and data to identify students who may be at heightened risk of failing to achieve high standards or graduate.

To better meet the academic and social needs of these at-risk students, White County Schools will use School Improvement Grant funds to establish a non-traditional program during the upcoming school year. This non-traditional program will be named GAP (Graduation Action Plan). Identified at-risk students will be selected for participation in the program which will provide flexible scheduling, credit recovery opportunities, self-paced coursework, and extra academic support. Staff will use and integrate technology-based supports and interventions as part of the instructional program. The program, housed on the White County High School campus, will be administered by school administrators working in conjunction with the SIG coordinator and the secondary education supervisor. Secondary certified teachers will serve as staff members for the non-traditional program.

Additionally, as a professional development activity, all White County High School teachers will participate in visits to a community college and a Tennessee Technology Center campus. These visits are intended to assist teachers in understanding admission requirements, available programs of study, etc. Teachers will then be better prepared to share information about post-secondary opportunities with their students, which is one of the expectations of the school’s advisor-advisee program.

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

White County Schools will fund only one external provider with School Improvement Grant funds. To build upon and further enhance the foundation that has been established by our assigned Exemplary Educator, White County High School will partner with Edvantia for professional development services.

Edvantia is an education research and development not-for-profit corporation founded in 1966. Edvantia partners with educators, agencies, publishers, and service providers to improve learning and advance student success. With core capabilities in research, evaluation, professional development, and technical assistance, Edvantia helps its client-partners succeed in meeting federal and state mandates for high-qualify teachers, research-based instructional practices, and school improvement. Edvantia’s resources are developed and managed by an expert and committed staff of education leaders, researchers, evaluators, trainers, product developers, and writers.

Based upon these credentials and recognizing the state's contract with Edvantia for school improvement services, White County school system administrators and members of the school leadership team determined that Edvantia was the provider who was best prepared to provide quality professional development experiences.

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.
- **White County is in the process of updating the district's TCSPP to reflect updated scores and to coordinate TCSPP and SIP. The TCSPP revisions will be finalized and submitted soon. Additional updates will be provided as scores from 2009-10 are released.**
- Federal resources will be used to support the GAP program. The graduation coach funded through Title I will assist in identifying at-risk students for inclusion in the GAP program. Title I district-level personnel will provide technical assistance with program implementation. Title I funds will also be available for professional development and for materials/supplies. In addition to equipment purchased with grant funds, technology to support program activities will be available through Title II-D funds. Title VI allocation will fund an instructor for content area reading course. Perkins funding will support CTE programs and allow CTE instructors to participate in professional development opportunities. Race to the Top funding will be used to enhance the skills of teachers through professional development targeting needs of secondary students.
- State and local resources will be leveraged in support of the GAP program. Salaries of teachers for the GAP program will be paid through state/local funds. Extended contract personnel will provide intervention services in Saturday School and in after-school hours. White County High School participates in the TnACHE (Tennessee Appalachian Center for Higher Education) program. Funds available through this program will provide opportunities for post-secondary visits and planning assistance. TnACHE funds will also be used to finance visits to post-secondary institutions by all White County High School teachers.
- Other community resources will be leveraged in support of the SIG initiatives. The local and area P-16 Councils will provide technical assistance for program implementation. The Highlands Initiative Workforce Development committee sponsors a speakers' bureau. Individuals who are members of the speakers' bureau are available to share information with student groups about careers, and these speakers are committed to discussing the importance of education and the need to stay in school. The Highlands Initiative Workforce Development Committee also sponsors a career fair for students. This fair,

held on a college campus, offers students an opportunity to meet with representatives of various careers to obtain details about employment outlook, required educational level, earnings, etc. As with the speakers' bureau, career fair exhibitors reinforce the message of the importance of high school graduation.

- 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.

Donny Haley, recently retired superintendent of White County Schools, will serve as School Improvement Grant Coordinator. He will be responsible for addressing any policy or procedural barriers that are realized during the implementation of the SIG.

In anticipation of submission of the School Improvement Grant application, White County School System administrators have reviewed policies, procedure statements, and handbooks to identify any policies or practices that must be modified to enable White County High School to implement the proposed interventions. Review of LEA board policy/procedure was completed on May 14 with no barriers identified. The White County High School student and faculty handbooks and course catalogs were reviewed with review completed on May 20. No needed modifications were identified during review of these documents. White County Schools is committed to effective implementation of initiatives proposed in this grant application. Appropriate action will be taken to modify any barriers that may be realized during program implementation.

- 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.

• Because it is critical for White County High School to be able to sustain interventions after the grant cycle has ended, White County Schools will coordinate various resources in support of these efforts. White County High School has the commitment of the White County Board of Education to ensure that all students have the best education available and that each student receives an educational experience that targets his/her individual needs. This commitment results in pledging ongoing support through both fiscal and other resources to the White County High School's School Improvement efforts. The majority of the costs associated with the

improvement plans are self-sustaining. The professional development expenditures will not need to be repeated since the skills learned will become part of the participating teachers' repertoire. Only a limited amount of additional technology equipment will need to be purchased in years two and three of this program, and technology equipment will then not need to be purchased again but will be replaced as needed in the future through the coordinated efforts of the school, the district, and the Title II-D program. Technology support staff will assist with maintenance of hardware and software. Programs which require annual renewal license fees (such as course content fees) will be sustained after the grant cycle through district and Title I funds if determined to be successful in helping to meet TCSPP, TSIP, and AYP goals. State funding of extended contract personnel will provide teachers for after-school and Saturday School tutoring. District-level administrators will continue to provide technical assistance to program personnel after the grant cycle ends. **To assist with recruitment and retention of effective teachers, new personnel in the White County School System are required to participate in a new-teacher training program for the first three years of employment. This new-teacher training program which is required by board policy will ensure that any new personnel have the opportunity for professional development in which existing teachers are already trained. This training also provides an opportunity for new teachers to receive additional support to help ensure their success.** Walk-through visits by school administrators (with feedback provided to teachers) will allow an opportunity for determining continuation of strategies learned in professional development sessions provided as part of the grant project. Other sustainability measures will include tracking through the advisor-advisee program, team development and continued professional development on assessment/analysis, and establishment of common assessments.

- During each year of the school improvement initiative, funding allocated for professional development will meet the 30% requirement specified for SIG applicants. Professional development provided will be aligned with goals of the grant and with TSIP as justified in budget document. This \$30,000 in professional development funding each year will be used to provide staff with ongoing, high-quality, job-embedded professional development that is designed to ensure that teachers have the capacity to successfully implement reform strategies. Provided through Edvantia, the training will target assistance to White County High School faculty in meeting graduation rate goals. In a recent survey of White County High School teachers, the top need identified for professional development was assistance in tracking of students. Professional development provided by Edvantia will increase teacher and school leader effectiveness by addressing tracking, data analysis, questioning techniques, QUILT, and differentiating instruction to respond to the unique needs of each student. **The first professional development session is scheduled for November 2 with the second follow-up day scheduled for January 3. Additional sessions will be planned for the 2011-12 and 2012-13**

school years.

- White County does not have any policies or practices specifically targeting lowest-achieving schools. As detailed by the Center on Innovation and Improvement, attracting high-quality staff has traditionally been especially problematic for rural schools and for certain subject areas. The district must actively market its strengths (such as working conditions) and aggressively reach out to all possible candidate pools when recruiting for difficult-to-staff positions. White County Schools strives to provide effective teachers and leaders for each school in the district regardless of that school's status. The board is committed to providing a certified and highly-qualified teacher in every classroom.

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

LEA activities designed to support implementation of the SIG initiatives include personnel for Saturday School and for before/after-school tutoring. Other support is obtained through a graduation coach and a content area reading instructor.

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 (White County High School is a Tier III school.)

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 (White County High School is a Tier III school.)

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.

The SIG initiatives will be evaluated monthly by the Leadership Team throughout the school year using the following measurement tools and data:
Follow-up study results
Advanced Ed technical visit reports
High Schools That Work technical visit reports
PLAN test results
ACT test results
Pre- and post-surveys of parents, students, and other stakeholders

TVAAS data
End-of-Course test results
TCAP Writing Assessment results
Graduation data
Curriculum assessment tools
Teacher-generated tests/Common Assessments

Each member of the leadership team will be assigned specific measurement instruments to analyze as part of the SIG process. Findings will be reported at Leadership Team meetings, In addition to the Leadership Team’s ongoing evaluation process, quarterly meetings will be held by LEA representatives (Sandra Crouch, director, and Cindy Langford, federal programs director), Exemplary Educator (Holden Lail), SIG Coordinator (Donny Haley), Secondary Supervisor (Karen Benningfield), and White County High School principal (Dr. Barry Roberts) to ensure that the district’s goals and White County High School’s goals have been accomplished. **Reports/communication will be provided to stakeholders quarterly through newsletters, e-mail messages, and parent sessions.**

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.

White County Board of Education is committed to the SIG efforts, with improvement at White County High School as the board’s top priority. A new director of schools assumed office on June 1. This new director formerly served as White County High School assistant principal and as supervisor of secondary instruction so she is well aware of needed changes and of promising practices. White County is a high poverty area with local funding representing a very small percentage (19.4% as compared to a state average of 40.2%) of the school funding. One of the greatest needs for White County High School teachers is the availability of professional development that targets high school needs. Much of the professional development that has been offered by the district in the past has targeted elementary or middle school needs; the SIG funding will provide specialized professional development training that is geared toward the needs of high school teachers and students. Professional development will provide teachers with skills in assessing students and adjusting instruction accordingly. Currently there are 22

teachers in the district who hold Beginner Administrator Licenses; these teachers are fully prepared for administrative positions that may occur in the future. Currently, there is no active teachers union in White County.

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) Donny Haley
 SIG Coordinator 's E-Mail address: donny.haley@tenn12.net

District Support Team				
Members	Title	Responsibility	Tier Assignment e.g. Tier I Tier II or Tier III schools	Estimate of the time each member will devote to supporting Tier I, II, and III schools (Hours/Month)
Leader: Donny Haley	SIG Coordinator	Address policy and procedural barriers Coordinate grant activities Submit required reports	Tier III	70
Cindy Langford	Federal Programs Director	Technical Assistance	Tier III	15
Karen Benningfield	Supervisor of Secondary Instruction	Technical Assistance, teacher evaluations	Tier III	70
Holden Lail	Exemplary Educator	Program Evaluation, technical assistance	Tier III	50
Jennifer Murphy	Graduation Coach	Program implementation, survey coordinator	Tier III	140
a. How often will the LEA 1003(g) district support team meet? Quarterly				
b. How often will they report on their work and the work on Tier I, II, and III schools to the superintendent? Quarterly				
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? X Yes <input type="checkbox"/> No If no, briefly describe the plans for the district support team to begin work on the Tier I, II, and III schools. _____				

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

Attributes of the principal should include:

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

The effective practices and indicators for principals:

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

Describe your search process for effective leaders:

Number of principal resumes attached:

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

D. External Providers (All Schools)

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

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

White County recognizes that the state of Tennessee maintains a list of approved service providers. In evaluating external providers, White County first reviews the state's list

of approved providers and issues an RFP to relevant providers outlining the requested service. A team of school or system personnel evaluates responses and interviews providers if additional information is needed. The team then makes a selection of the provider that can best address the identified needs of the school or district.

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

Please check appropriate box if Appendix J is attached. X 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? SIG coordinator Donny Haley, working in conjunction with Karen Benningfield, supervisor of secondary instruction, will ensure implementation of professional development plans with SIG funds.

VI. Budget

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

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

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

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

First Tab of Excel Spreadsheet: Budget Spreadsheet

Revenue section for grants for Title I 1003 (g)

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

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

Appropriations section

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

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

Second Tab of Excel Spreadsheet: Budget Justification Sheet

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

VII. School Level Descriptive Information

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

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

Name of School: White County High School
 Principal Name for SY10-11: Dr. Barry Roberts
 (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):

Attendance, Promotion, Dropout, and Graduation Grades 9-12 Non-Academic Indicators

	2007	2008	2009	State Goal
Attendance Rate(%) (Grade N not included)	94.8	96.0	96.3	93.0
Cohort Dropout (%)	11.9	7.9	8.0	10.0
Graduation Rate (NCLB) (%)	74.4	80.1	88.5	90.0
Event Dropout (%)	2.6	1.5	.9	5.0
Completion Rate (%)	-	-	-	90.0

Achievement Data, Algebra I, All Test Takers Analysis

9300040
 2006-2007 2007-2008 2008-2009
GOAL: % Proficient & Advanced 75% 83% 83%

All Students %P/A #N/A 68% 85%
 N count #N/A 360 411
 Gap (+ or -) #VALUE! ++
White 78% 67% 85%
 N count #N/A 346 398
 Gap (+ or -) + 16% +
Hispanic 100% 100% ND%
 N count 4 6 5
 Gap (+ or -) ++ ND
Black 100% 83% 86%
 N count 4 6 7
 Gap (+ or -) +++
Native American ND% ND% ND%
 N count ND ND ND
 Gap (+ or -) ND ND ND
Asian/Pacific Islander ND% 50% ND%
 N count ND 2 1
 Gap (+ or -) ND 33% ND
Economically Disadvantaged 80% ND% 82%
 N count 141 ND 203
 Gap (+ or -) + 83% +
Students With Disabilities 49% ND% 64%
 N count 53 ND 47
 Gap (+ or -) 26% ND 19%
Limited English Proficiency ND% ND% ND%
 N count ND ND ND
 Gap (+ or -) ND

Achievement Data, English II, All Test Takers Analysis

9300040
2006-2007 2007-2008 2008-2009
GOAL: % Proficient & Advanced 90% 93% 93%
All Students %P/A 95% 98% 98%
 N count 333 291 330
 Gap (+ or -) +++
White 95% 98% 98%
 N count 319 282 318
 Gap (+ or -) +++
Hispanic 100% 100% 0%
 N count 4 5 3
 Gap (+ or -) ++ 93%
Black 100% 100% 100%
 N count 8 4 6
 Gap (+ or -) +++
Native American ND% ND% ND%
 N count ND ND ND
 Gap (+ or -) ND ND ND
Asian/Pacific Islander 50% ND% 0%
 N count 2 ND 3
 Gap (+ or -) 40% ND 93%
Economically Disadvantaged 93% 97% 96%
 N count 122 126 164
 Gap (+ or -) +++
Students With Disabilities 60% 83% 93%
 N count 35 35 40

Gap (+ or -) 30% 10% +
Limited English Proficiency 0% 0% ND%
N count 2 1 ND
Gap (+ or -) 90% 93% ND

White County High School

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 designed to achieve SIG goals will be offered through Edvantia.

Topics to be addressed will include QUILT training, questioning techniques, strategies to incorporate literacy training (including writing improvement) into all disciplines (addressing School Improvement Goal 2 which states that writing assessment scores will increased above the 4.14 average), and student tracking. Recognizing the need to improve writing scores, White County High School will implement Writing Wednesdays on which all students in the school will write based on a provided prompt, and all teachers will be assigned writings to score. Appropriate training will be provided for all faculty members to assist them in the writing and scoring process. Representatives from White County High School participated in data analysis training conducted by STAT Colleen Goss on July 29, 2010. All teachers will participate in training on August 9 and August 11. Follow-up sessions will be conducted in small groups during teacher planning periods on September 8, October 6, and November 2.

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 NA (White County High School is a Tier III school.)

- 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.

Timeline and Milestones for 2010-11

<u>July</u>	<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
Form leadership	Back-to-School Celebration	Milestone Visit	Professional development	Professional development	District support team

<p>team</p> <p>Develop early warning system</p> <p>Create checklist to use in identifying at-risk students</p> <p>Train teachers to use checklist as indicator of at-risk concerns</p>	<p>Identify at-risk students for GAP program</p> <p>Purchase technology equipment, courses, and materials for GAP program</p> <p>Professional Development</p> <p>Implementation of GAP program to begin serving at-risk students</p> <p>Open House for Parents</p> <p>Leadership team meeting reports</p>	<p>Compile data on number of students served through online courses</p> <p>Professional Development</p> <p>Evaluate 1st six weeks grades to identify at-risk students</p> <p>Leadership team meeting reports</p> <p>District support team meeting</p> <p>Report/communicate findings to stakeholders</p>	<p>Parent-Teacher conference</p> <p>Leadership team meeting reports</p>	<p>Evaluate 2nd six weeks grades to identify at-risk students</p> <p>Leadership team meeting reports</p> <p>Professional development session for all teachers and administrators provided by Edvantia</p>	<p>meeting</p> <p>Leadership team meeting reports</p> <p>Report/communicate findings to stakeholders</p> <p>Monitor level of participation in GAP program by at-risk students</p>
<p><u>January</u></p> <p>Milestone visit</p> <p>Evaluate effectiveness of first semester GAP program and make needed adjustments</p> <p>Evaluate 1st</p>	<p><u>February</u></p> <p>Evaluate 4th six weeks grades to identify at-risk students</p> <p>Leadership team meeting reports</p>	<p><u>March</u></p> <p>Milestone visit</p> <p>Compile data on number of students served through online courses</p>	<p><u>April</u></p> <p>Evaluate 5th six weeks grades to identify at-risk students</p> <p>Leadership team meeting reports</p> <p>Student registration</p>	<p><u>May</u></p> <p>Milestone visit</p> <p>Leadership team meeting reports</p>	<p><u>June</u></p> <p>End-of-year reports</p> <p>Evaluate final grades to identify at-risk students and to determine credit recovery needs</p>

<p>semester grades to identify at-risk students</p> <p>Leadership team meeting reports</p> <p>Professional development session for all teachers and administrators provided by Edvantia</p>		<p>Parent-teacher conference</p> <p>District support team meeting</p> <p>Leadership team meeting reports</p> <p>Review needs for Year 2 grant application</p> <p>Report/communicate findings to stakeholders</p>			<p>Evaluate effectiveness 2010-11 GAP program and make needed adjustments for upcoming school year</p> <p>District support team meeting</p> <p>Report/communicate findings to stakeholders</p> <p>Collect data, analyze, and evaluate to establish goals for next year and publish to stakeholders</p>
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Timeline and Milestones for 2011-12

<u>July</u>	<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
<p>Revise early warning system</p>	<p>Back-to-School Celebration</p> <p>Identify at-risk students for GAP program</p> <p>Purchase</p>	<p>Milestone Visit</p> <p>Evaluate 1st six weeks grades to identify at-risk students</p> <p>Leadership</p>	<p>Parent-Teacher conference</p> <p>Leadership team meeting reports</p>	<p>Evaluate 2nd six weeks grades to identify at-risk students</p> <p>Leadership team meeting reports</p>	<p>District support team meeting</p> <p>Leadership team meeting reports</p> <p>Report/communicate</p>

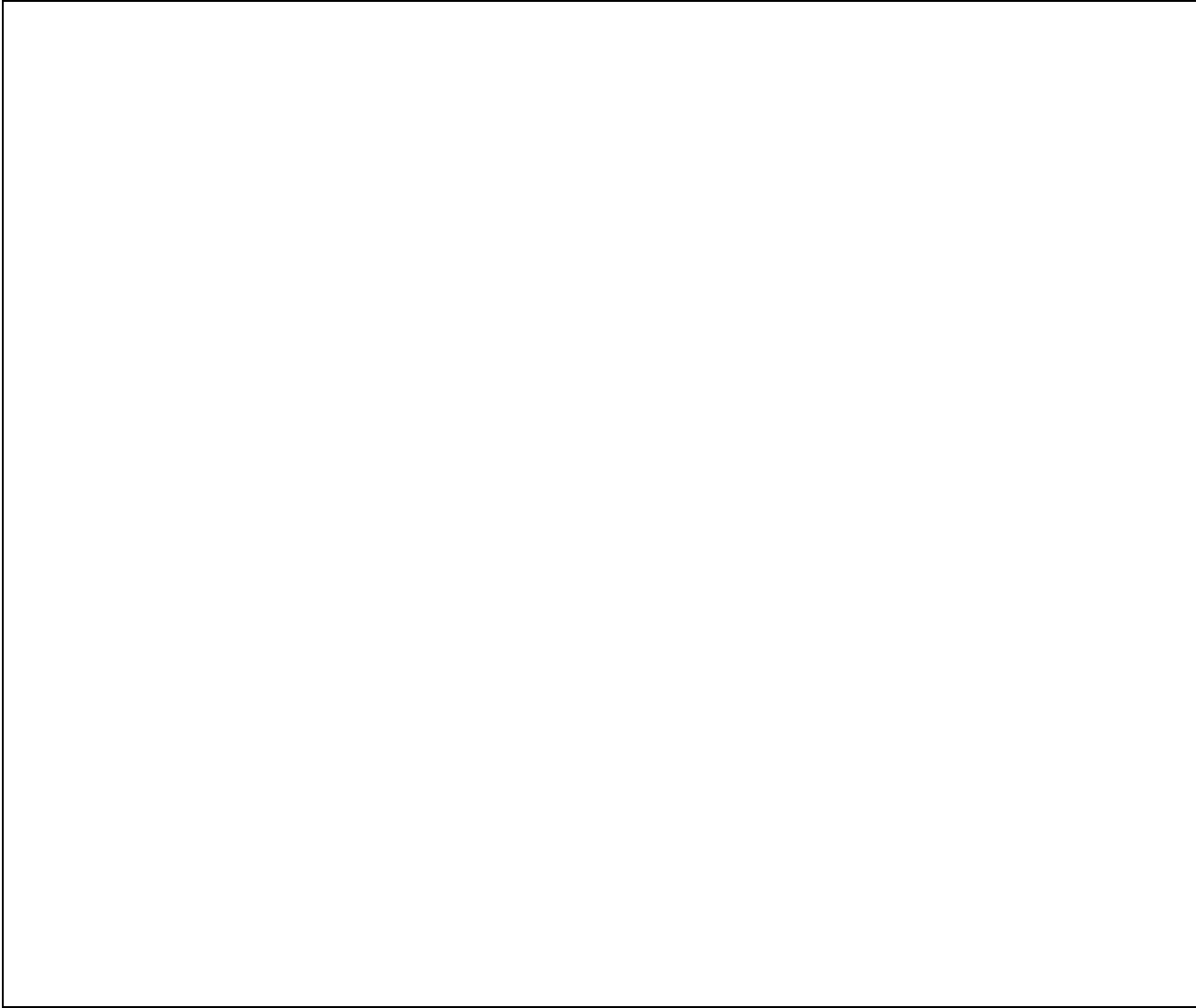
	<p>additional technology equipment, courses, and materials for GAP program</p> <p>Professional Development</p> <p>Continuation of GAP program</p> <p>Open House for Parents</p> <p>Leadership team meeting reports</p> <p>Professional development session for all teachers and administrators provided by Edvantia</p>	<p>team meeting reports</p> <p>Compile data on number of students served through online courses</p> <p>District support team meeting</p> <p>Report/communicate findings to stakeholders</p>			findings to stakeholders
<p><u>January</u></p> <p>Milestone visit</p> <p>Evaluate 1st semester grades to identify at-risk students</p> <p>Leadership team meeting reports</p> <p>Professional</p>	<p><u>February</u></p> <p>Evaluate 4th six weeks grades to identify at-risk students</p> <p>Leadership team meeting reports</p>	<p><u>March</u></p> <p>Milestone visit</p> <p>Compile data on number of students served through online courses</p> <p>Parent-teacher conference</p> <p>District</p>	<p><u>April</u></p> <p>Evaluate 5th six weeks grades to identify at-risk students</p> <p>Leadership team meeting reports</p> <p>Student registration</p>	<p><u>May</u></p> <p>Milestone visit</p> <p>Leadership team meeting reports</p>	<p><u>June</u></p> <p>End-of-year reports</p> <p>Evaluate final grades to identify at-risk students and to determine credit recovery needs</p> <p>District support team</p>

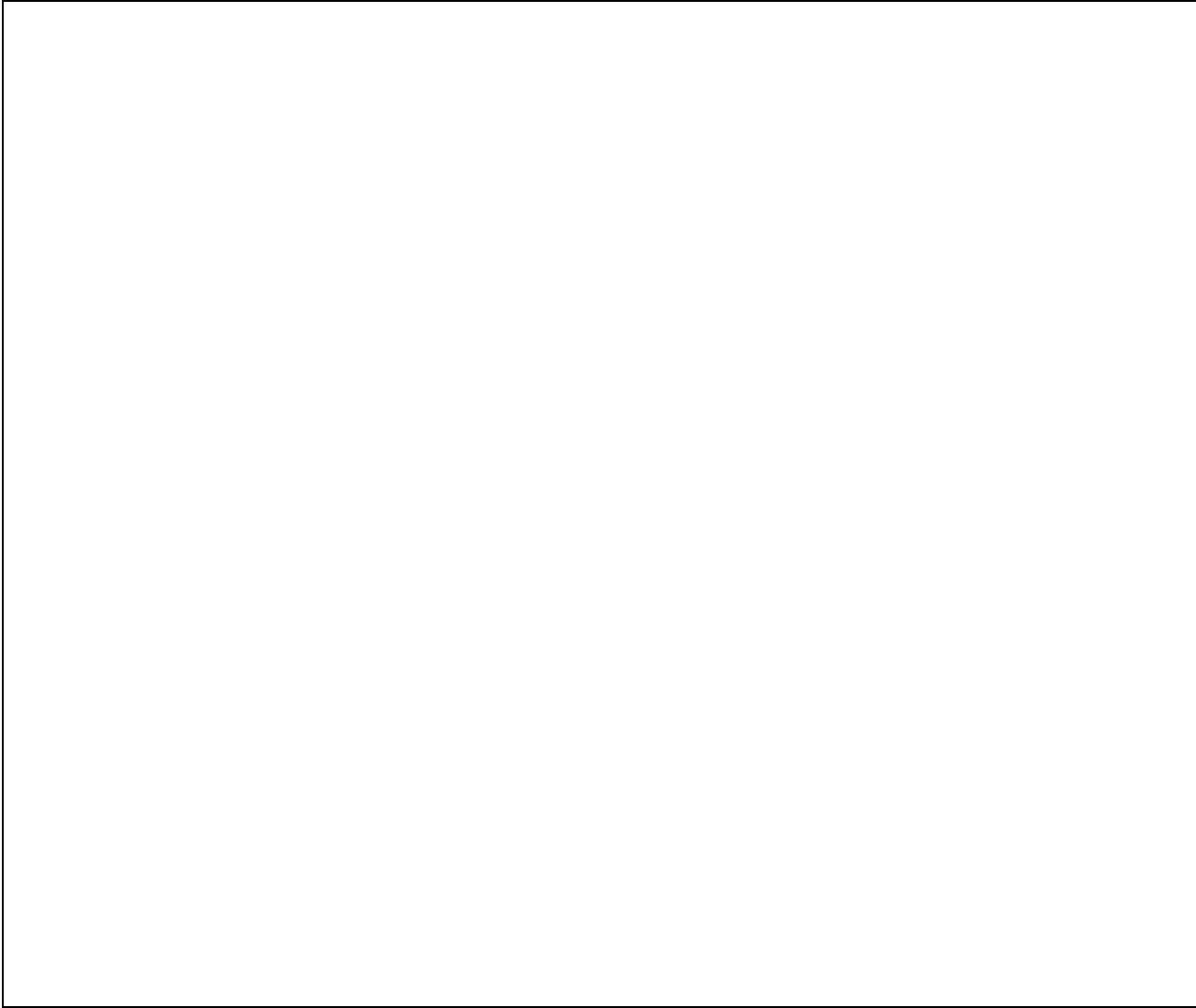
development session for all teachers and administrators provided by Edvantia		support team meeting Leadership team meeting reports Review needs for Year 3 grant application Report/communicate findings to stakeholders			meeting Report/communicate findings to stakeholders Collect data, analyze, and evaluate to establish goals for next year and publish to stakeholders
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Timeline and Milestones for 2012-13

<u>July</u>	<u>August</u>	<u>September</u>	<u>October</u>	<u>November</u>	<u>December</u>
Review early warning system and make needed revisions	Back-to-School Celebration Identify at-risk students for GAP program Purchase additional technology equipment, courses, and materials for GAP program Professional development session for all teachers and administrators provided by	Milestone Visit Evaluate 1 st six weeks grades to identify at-risk students Compile data on number of students served through online courses Leadership team meeting reports District support team	Parent-Teacher conference Leadership team meeting reports	Evaluate 2 nd six weeks grades to identify at-risk students Leadership team meeting reports	District support team meeting Leadership team meeting reports Report/communicate findings to stakeholders

	<p>Edvantia</p> <p>Continuation of GAP program</p> <p>Open House for Parents</p> <p>Leadership team meeting reports</p>	<p>meeting</p> <p>Report/communicate findings to stakeholders</p>			
<p><u>January</u></p> <p>Milestone visit</p> <p>Evaluate 1st semester grades to identify at-risk students</p> <p>Leadership team meeting reports</p> <p>Professional development session for all teachers and administrators provided by Edvantia</p>	<p><u>February</u></p> <p>Evaluate 4th six weeks grades to identify at-risk students</p> <p>Leadership team meeting reports</p>	<p><u>March</u></p> <p>Milestone visit</p> <p>Compile data on number of students served through online courses</p> <p>Parent-teacher conference</p> <p>District support team meeting</p> <p>Leadership team meeting reports</p> <p>Report/communicate findings to stakeholders</p>	<p><u>April</u></p> <p>Evaluate 5th six weeks grades to identify at-risk students</p> <p>Leadership team meeting reports</p> <p>Student registration</p>	<p><u>May</u></p> <p>Milestone visit</p> <p>Leadership team meeting reports</p>	<p><u>June</u></p> <p>End-of-year reports</p> <p>Evaluate final grades to identify at-risk students and to determine credit recovery needs</p> <p>District support team meeting</p> <p>Report/communicate findings to stakeholders</p> <p>Collect data, analyze, and evaluate to establish goals for next year and publish to stakeholders</p>





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 6/1/2010 Submission Date

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

4 LEA Name White County Schools

5 LEA # 930

	\$300,000	ENTER Total District SIG Grant in the cell to the left. Check this amount against Column D, Line 10 If the amounts are the same, your budget is balanced. If the amt.in Col. D, Line 10 is MORE than the amt. in Col. B, Line 7: you are over budget-reduce expenses If the amt. in Col D, Line 10 is LESS than the amt. in Col. B, Line 7: you are under budget-increase expenses	School Improvement Grant 1003(g) 2010-2013	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	White County High School SIG: Budget 2010-2011	White County High School SIG: Budget 2011-2012	White County High School SIG: Budget 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
			In Good Standing	School Improvement 1	School Improvement 1	School Improvement 1						
9		FY10 LEA/School Status	In Good Standing				School Improvement 1	School Improvement 1	School Improvement 1			
10		FY 2010 SI Grant Award/Allocation	300,000.00	0.00	0.00	0.00	100,000.00	100,000.00	100,000.00	0.00	0.00	0.00
11		If Tier I or Tier II school, model being implemented:										
12												
13		Check: should be zero (Award/Allocation minus Expenditures)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Appropriations

Account Number/ Line Item Number	REGULAR INSTRUCTIONAL EDUCATION	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	White County High School SIG: Budget 2010-2011	White County High School SIG: Budget 2011-2012	White County High School SIG: Budget 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013	
71100	Line Item Description											
18	71100 / 116	Teachers	0.00	0.00	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	
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	
21	71100 / 128	Homebound Teachers	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	
23	71100 / 163	Educational Assistants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
24	71100 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
25	71100 / 195	Certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
26	71100 / 198	Non-certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
27	71100 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
28	71100 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
29	71100 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
30	71100 / 207	Medical Insurance	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	
32	71100 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
33	71100 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
34	71100 / 299	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
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	
36	71100 / 330	Operating Lease Payments	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	
38	71100 / 356	Tuition	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
39	71100 / 369	Contracts for Substitute Teachers -Certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
40	71100 / 370	Contracts for Substitute Teachers Non-certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
41	71100 / 399	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
42	71100 / 429	Instructional Supplies & Materials	49,493.00	0.00	0.00	0.00	9,493.00	20,000.00	20,000.00	0.00	0.00	0.00
43	71100 / 449	Textbooks	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
44	71100 / 499	Other Supplies & Materials	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	
46	71100 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
47	71100 / 722	Regular Instruction Equipment	40,507.00	0.00	0.00	0.00	20,507.00	10,000.00	10,000.00	0.00	0.00	0.00
48												
49	71100	Subtotal REGULAR INSTRUCTIONAL EDUCATION	90,000.00	0.00	0.00	0.00	30,000.00	30,000.00	30,000.00	0.00	0.00	0.00

1 6/1/2010 **Submission Date**

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

4 **LEA Name** White County Schools

5 **LEA #** 930

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	White County High School	White County High School	White County High School	(School Name)	(School Name)	(School Name)
						SIG: Budget 2010-2011	SIG: Budget 2011-2012	SIG: Budget 2012-2013	SIG: Budget 2010-2011	SIG: Budget 2011-2012	SIG: Budget 2012-2013
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 6/1/2010 Submission Date

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

4 LEA Name White County Schools

5 LEA # 930

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	White County High School SIG: Budget 2010-2011	White County High School SIG: Budget 2011-2012	White County High School SIG: Budget 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
72210	Line Item Description										
126											
127	72210 / 105 Supervisor/Director	0.00	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	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	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	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	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	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	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	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	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	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	0.00
138	72210 / 189 Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	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	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	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	0.00
142	72210 / 201 Social Security	0.00	0.00	0.00	0.00	0.00	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	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	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	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	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	0.00
148	72210 / 212 Employer Medicare	0.00	0.00	0.00	0.00	0.00	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	0.00
150	72210 / 307 Communication	0.00	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	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	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	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	0.00
155	72210 / 355 Travel	0.00	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	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	0.00
158	72210 / 399 Other Contracted Services	120,000.00	0.00	0.00	0.00	40,000.00	40,000.00	40,000.00	0.00	0.00	0.00
159	72210 / 432 Library Books/Media	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
160	72210 / 437 Periodicals	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
161	72210 / 499 Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
162	72210 / 524 In Service/Staff Development	90,000.00	0.00	0.00	0.00	30,000.00	30,000.00	30,000.00	0.00	0.00	0.00
163	72210 / 599 Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	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	0.00
165											
166	72210 Subtotal REGULAR INSTRUCTIONAL PROG-SUPPORT SVS	210,000.00	0.00	0.00	0.00	70,000.00	70,000.00	70,000.00	0.00	0.00	0.00

1 6/1/2010 Submission Date

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

4 LEA Name White County Schools

5 LEA # 930

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

1 **Submission Date**

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

4 **LEA Name** White County Schools

5 **LEA #** 930

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	White County High School SIG: Budget 2010-2011	White County High School SIG: Budget 2011-2012	White County High School SIG: Budget 2012-2013	(School Name) SIG: Budget 2010-2011	(School Name) SIG: Budget 2011-2012	(School Name) SIG: Budget 2012-2013
293	99100										
	Line Item Description										
294	99100 / 504 Indirect Cost	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
295	99100 / 590 Cumulative Transfers TO Other Federal Projects (INCLUDING Consolidated Administration) (Expenditure(s) FROM this Title/Project)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
296											
297	99100 Subtotal TRANSFERS OUT AND INDIRECT COST	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
298											
299	Total Appropriations	300,000.00	0.00	0.00	0.00	100,000.00	100,000.00	100,000.00	0.00	0.00	0.00

Comments: