

Title I-Improving the Academic Achievement of the Disadvantaged

DETERMINATION OF ELIGIBLE ATTENDANCE AREAS AND ALLOCATION OF FUNDS

<p>A. Check the appropriated box(es):</p> <p><input checked="" type="checkbox"/> 1 Free/Reduced Lunch</p> <p><input type="checkbox"/> 2 Census</p> <p><input type="checkbox"/> 3 TANF (Formerly AFDC)</p> <p><input type="checkbox"/> 4 Medicaid</p>	<p>B. Does your district have only one school in each grade span?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p> <p style="text-align: center;">If item B is 'yes', then items C and D are not applicable. Skip to next section.</p>	<p>C. Method of Allocation of Funds</p> <p><input type="checkbox"/> Districtwide rank</p> <p><input checked="" type="checkbox"/> Grade Span rank</p>												
<p>D. Method of Qualification of Attendance Areas or Schools</p> <p><input checked="" type="checkbox"/> 1 35% Rule <input type="checkbox"/> 3 Districtwide Grade Span Poverty Averages</p> <p><input type="checkbox"/> 2 Districtwide Poverty Average</p> <p style="text-align: center;">List the districtwide grade span poverty averages for each grade span group served:</p> <table style="width:100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black; width: 15%;"></td> <td style="border-bottom: 1px solid black; width: 15%;"></td> <td style="border-bottom: 1px solid black; width: 15%;"></td> <td style="border-bottom: 1px solid black; width: 15%;"></td> <td style="border-bottom: 1px solid black; width: 15%;"></td> <td style="border-bottom: 1px solid black; width: 15%;"></td> </tr> <tr> <td style="text-align: center; font-size: small;">Grade Span</td> <td style="text-align: center; font-size: small;">Poverty Avg.</td> <td style="text-align: center; font-size: small;">Grade Span</td> <td style="text-align: center; font-size: small;">Poverty Avg.</td> <td style="text-align: center; font-size: small;">Grade Span</td> <td style="text-align: center; font-size: small;">Poverty Avg.</td> </tr> </table>									Grade Span	Poverty Avg.	Grade Span	Poverty Avg.	Grade Span	Poverty Avg.
Grade Span	Poverty Avg.	Grade Span	Poverty Avg.	Grade Span	Poverty Avg.									

Place an "X" in the box IF: LEA has expended ALL ARRA funds for FY12 OR will expend ALL ARRA funds by June 30, 2011
 LEA WILL need the 15% carryover waiver for FY11 funds

DESCRIPTION OF ALL TITLE I SCHOOLS AND TITLE I PERSONNEL

Line # 1 School: Black Oak Elementary School Regular Year

Effective Models and Strategies: Small Group Reading Intervention, At-Risk Class, Math Intervention

	Personnel Count		Full Time Equivalent		
	NCLB	Stimulus	NCLB	Stimulus	
Complete for ALL Title I Schools:	Teachers	2		FTE Tchrs	2.00
	Parapros	1		FTE Parapros	1.00
	Instructional Facilitators			FTE Instructional Facilitators	
	Parent Involvement			FTE Parent Involvement	
	Guidance Counselor			FTE Guidance Counselors	
	Resource Specialist			FTE Resource Specialist	
	Tech Coach			FTE Tech Coach	
	Clerical			FTE Clerical	
	Other			FTE Other	
	Specify others: _____				

Compliance Models

Grades served: _____ Pullout

Subjects: _____ Add On

_____ In Class

_____ Replacement

_____ Other

Title I-Improving the Academic Achievement of the Disadvantaged

N/A

Regular Year

DESCRIPTION OF ALL TITLE I SCHOOLS AND TITLE I PERSONNEL

Line # 2 School: South Fulton Elementary School

Effective Models and Strategies: Small Group Reading Intervention, Math Intervention

	Personnel Count			Full Time Equivalent	
	NCLB	Stimulus		NCLB	Stimulus
Teachers	2		FTE Tchrs	2.00	
Parapros			FTE Parapros		
Instructional Facilitators			FTE Instructional Facilitators		
Parent Involvement			FTE Parent Involvement		
Guidance Counselor			FTE Guidance Counselors		
Resource Specialist			FTE Resource Specialist		
Tech Coach			FTE Tech Coach		
Clerical			FTE Clerical		
Other			FTE Other		
Specify others: _____					

Complete for ALL Title I Schools:

Complete for TA schools only:

Grades served: _____

Subjects: _____

Compliance Models

Pullout

Add On

In Class

Replacement

Other

Line # 3 School: Ridgemont Elementary

Effective Models and Strategies: Small Group Reading Intervention, Math Intervention

	Personnel Count			Full Time Equivalent	
	NCLB	Stimulus		NCLB	Stimulus
Teachers	2		FTE Tchrs	2.00	
Parapros			FTE Parapros		
Instructional Facilitators			FTE Instructional Facilitators		
Parent Involvement			FTE Parent Involvement		
Guidance Counselor			FTE Guidance Counselors		
Resource Specialist			FTE Resource Specialist		
Tech Coach			FTE Tech Coach		
Clerical			FTE Clerical		
Other			FTE Other		
Specify others: _____					

Complete for ALL Title I Schools:

Complete for TA schools only:

Grades served: _____

Subjects: _____

Compliance Models

Pullout

Add On

In Class

Replacement

Other

Title I-Improving the Academic Achievement of the Disadvantaged

N/A

Regular Year

DESCRIPTION OF ALL TITLE I SCHOOLS AND TITLE I PERSONNEL

Line # **4** School: Hillcrest Elementary School

Effective Models and Strategies: Small Group Reading Intervention, Math Intervention

	Personnel Count			Full Time Equivalent	
	NCLB	Stimulus		NCLB	Stimulus
Teachers	2		FTE Tchrs	2.00	
Parapros	1		FTE Parapros	1.00	
Instructional Facilitators			FTE Instructional Facilitators		
Parent Involvement			FTE Parent Involvement		
Guidance Counselor			FTE Guidance Counselors		
Resource Specialist			FTE Resource Specialist		
Tech Coach			FTE Tech Coach		
Clerical			FTE Clerical		
Other			FTE Other		
Specify others: _____					

Complete for ALL Title I Schools:

Complete for TA schools only:

Grades served: _____

Subjects: _____

Compliance Models

Pullout

Add On

In Class

Replacement

Other

Line # **5** School: Lake Road Elementary School

Effective Models and Strategies: Small Group Reading Intervention, Math Intervention

	Personnel Count			Full Time Equivalent	
	NCLB	Stimulus		NCLB	Stimulus
Teachers	1		FTE Tchrs	1.00	
Parapros			FTE Parapros		
Instructional Facilitators			FTE Instructional Facilitators		
Parent Involvement			FTE Parent Involvement		
Guidance Counselor			FTE Guidance Counselors		
Resource Specialist			FTE Resource Specialist		
Tech Coach			FTE Tech Coach		
Clerical			FTE Clerical		
Other			FTE Other		
Specify others: _____					

Complete for ALL Title I Schools:

Complete for TA schools only:

Grades served: _____

Subjects: _____

Compliance Models

Pullout

Add On

In Class

Replacement

Other

Title I-Improving the Academic Achievement of the Disadvantaged

N/A

Regular Year

DESCRIPTION OF ALL TITLE I SCHOOLS AND TITLE I PERSONNEL

Line # School: _____

Effective Models and Strategies: _____

	Personnel Count		Full Time Equivalent	
	NCLB	Stimulus	NCLB	Stimulus
Teachers			FTE Tchrs	
Parapros			FTE Parapros	
Instructional Facilitators			FTE Instructional Facilitators	
Parent Involvement			FTE Parent Involvement	
Guidance Counselor			FTE Guidance Counselors	
Resource Specialist			FTE Resource Specialist	
Tech Coach			FTE Tech Coach	
Clerical			FTE Clerical	
Other			FTE Other	
Specify others: _____				

Complete for ALL Title I Schools:

Complete for TA schools only:

Grades served: _____

Subjects: _____

Compliance Models

Pullout

Add On

In Class

Replacement

Other

Line # School: _____

Effective Models and Strategies: _____

	Personnel Count		Full Time Equivalent	
	NCLB	Stimulus	NCLB	Stimulus
Teachers			FTE Tchrs	
Parapros			FTE Parapros	
Instructional Facilitators			FTE Instructional Facilitators	
Parent Involvement			FTE Parent Involvement	
Guidance Counselor			FTE Guidance Counselors	
Resource Specialist			FTE Resource Specialist	
Tech Coach			FTE Tech Coach	
Clerical			FTE Clerical	
Other			FTE Other	
Specify others: _____				

Complete for ALL Title I Schools:

Complete for TA schools only:

Grades served: _____

Subjects: _____

Compliance Models

Pullout

Add On

In Class

Replacement

Other
