

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

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PART II: LEA APPLICATION
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SCHOOL YEAR <u>2010-2013</u>		
Name of School District: Jackson-Madison		
Address: 310 N Parkway		City, State and Zip Code: Jackson, TN 38305
Area Code/Telephone Number: 731-664-2500		Area Code/Fax Number: 731-664-2502
District Grant Contact Person Christine Hart		Title: Manager of Federal Projects
Address: 310 N Parkway		City, State and Zip Code: Jackson, TN 38305
Telephone No.: 731-664-2530	Fax No.: 731-664-2529	E-Mail: cphart@jmcss.org

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): Dr. Nancy Zambito</p>	<p>Signature of Director of Schools (or designee):</p>	<p>Date June 1, 2010</p>
<p>Print Name of Board Chair: Dr. Linda Pride</p>	<p>Signature of Board Chair</p>	<p>Date June 1, 2010</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: Jackson-Madison</p>		
<p>Title I Director's Name: Christine Hart</p>	<p>Title I Director's Signature:</p>	<p>Date June 1, 2010</p>
<p>NCLB Field Service Consultant's Name: Marjorie Douglas</p>	<p>NCLB Field Service Consultant's Signature:</p>	<p>Date June 1, 2010</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: Jackson Central-Merry Academy of Medical Technology Magnet		
Exemplary Educator/AGE Name: Gracie Strawn Donna Gibson	Exemplary Educator/AGE Signature:	Date June 1, 2010
STAT Name: George Chatman	STAT's Signature:	Date June 1, 2010

School Name: Liberty Technology Magnet		
Exemplary Educator/AGE Name: Carolyn Starks	Exemplary Educator/AGE Signature:	Date June 1, 2010
STAT Name: George Chatman	STAT's Signature:	Date June 1, 2010

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.

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
Jackson Central-Merry Academy of Medical Magnet	653		<u>X</u>	<u>X</u>	<u>X</u>

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
Jackson Central-Merry Academy of Medical Magnet	653				
Liberty Technology Magnet	2032	High Schools That Work			

D. SCHOOLS THAT THE LEA WILL NOT SERVE:

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

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

III. LEA Annual Student Achievement Goals

The district must list the annual goals for student achievement on the SDE's assessments in **both reading/language arts and mathematics AND applicable graduation or attendance rate** (whichever is applicable) that it has established in order to monitor its Tier I, Tier II and Tier III schools that receive school improvement funds. This list should be part of the LEA's TCSP. Please attach the Component 5 and any other applicable section of your updated TCSP. Indicate in the box how many pages are attached. 19

Goal 1: During the 2010-2011 school year, students who participate in the State Writing Assessment scoring below proficient, particularly from the Subgroups: **All, Hispanic, Black, White, Economically Disadvantaged, Students With Disabilities, and Limited English Proficient** will decrease by 10% as measured by the 2011 State Writing Assessment.

Goal 2: During the 2010-2011 school year students in Algebra 1 scoring below proficient particularly from the Subgroups: **All, Hispanic, Black, Native American, Asian Pacific Islander, Economically Disadvantaged, Students With Disabilities, and Limited English Proficient** on the State Assessment will decrease by 10% as measured by the 2011 EOC Assessment.

Goal 3: During the 2010-2011 school year, students in English II scoring below proficient, particularly from the Subgroups: **All, Hispanic, Black, Asian Pacific Islanders, Economically Disadvantaged, Students with Disabilities, and Limited English Proficient** will decrease by 10% as measured by the 2011 State Assessment.

Goal 4: During the 2010-2011 school year, the district will improve its graduation rate by meeting or exceeding the 2009 target as defined in the Graduation Rate Improvement track for AYP 2010.

IV. LEA Descriptive Information

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

FOR LEA:

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

N/A

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

School Improvement Initiatives

The administration and staff of Jackson Central-Merry High School were required to reapply for their positions for the 2009-2010 school year. The school has a new Principal and administrative staff that were able to interview and hire for all positions during the summer of 2009. They also have a Graduation Coach and Math Consulting Teacher assigned full time.

Research-based school improvement initiatives are currently being implemented at the two High Priority schools in Jackson-Madison County School System. Beginning in the 2010-11 school year, Jackson Central-Merry High School will become Jackson Central- Merry Academy of Medical Technology. Liberty Technology Magnet High School, which currently operates six CTE academies along with its academic core curriculum will implement a whole school reform model after careful consideration of models approved by the state. These initiatives will provide additional support to improve student achievement. They will combine challenging academic courses and modern career and technical studies to raise the achievement of high school students. These reform models will use research-based strategies to assure quality education for all students.

The major goals of the two high schools are to:

1. Raise the mathematics, science, communication, problem-solving and technical achievement of more students to the national average and above.
2. Blend the essential content of traditional college-preparatory students with quality career/technical studies by creating conditions that support school leaders, teachers and counselors in carrying out key practices.
3. Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort.
4. Improve graduation rate.

The initiatives at Jackson Central-Merry Academy of Medical Technology and

Liberty Technology Magnet High School adhere to the ten Key Practices that impact student achievement and provide direction and meaning to comprehensive school improvement and student learning:

High expectations—Motivate students to meet high expectations by integrating high expectations into classroom practices and by giving students frequent feedback.

Program of study—Require each student to complete an upgraded academic core and a career/technical, mathematics/science, and/or humanities concentration.

Academic studies—Teach students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.

Career and technical studies—Provide students access to intellectually challenging career and technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy, and problem-solving skills needed in the workplace and in further education.

Work-based learning—Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers, and students.

Teachers working together—Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career and technical studies. Integrate reading, writing, and speaking as strategies for learning into all parts of the curriculum and integrate mathematics into science and career and technical classrooms.

Students actively engaged—Engage students in academic and career and technical classrooms in rigorous and challenging assignments using research-based instructional strategies and technology.

Guidance—Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated plan of study with a career/technical, mathematics/science, and/or humanities concentration. Provide each student with the same mentor throughout middle or high school to assist with setting goals, selecting courses, reviewing the student's progress, and suggesting appropriate interventions as necessary.

Extra help—Provide a structured system of extra help to assist students in completing accelerated plans of study with high-level core academic and technical content.

Culture of continuous improvement—Use student assessment and program evaluation data to continuously improve school culture, organization, management, curriculum, and instruction to advance student learning.

The Jackson-Madison County School System has redesigned Jackson Central Merry High School as a health and science magnet school. The redesigned high school incorporates strategies and activities that address all eight elements of high school improvement. Collectively, the strategies and activities described under the eight elements of high school improvement were selected for several reasons. First, the largest employment sector in Jackson-Madison County, Tennessee, is healthcare, thus the focus on health and science. Second, because of mixed public perception of Jackson Central Merry High School, the District felt that major restructuring of the curriculum, assessment, accountability, teacher quality and professional development, student and family supports, stakeholder and community engagement, leadership, governance, organization, and resources were all necessary to ensure success and increase annual yearly progress of the students.

Because six major industrial plants are located within a one-mile radius of Liberty Technology Magnet High School, an emphasis on Science, Technology, Engineering, and Math is a logical focus. Currently, six CTE programs are in place and accept magnet students from across the district. All the CTE programs fit into a cradle-to-career education plan to help every student emerge with marketable job skills and college preparedness.

A focused effort of Liberty Technology Magnet High School is to leverage and incorporate multiple technologies to improve the learning process. Emphasizing varying levels of core courses that enhance math, reading, writing and science, and to help students become more complex thinkers and move from concrete to abstract learning.

Curriculum

The curriculum of the redesigned Jackson Central-Merry Academy of Medical Technology and Liberty Technology Magnet High School are aligned with the graduation requirements of the Tennessee Diploma Project. All classes are standards-based. Because of the health/science at Jackson Central-Merry Academy of Medical Technology, the number of required science courses will exceed the state requirement of three courses to include four courses. Assessment data will be used to place students in the appropriate course level: regular or honors. Jackson Central-Merry Academy of Medical Technology will offer advanced placement (AP) courses in English IV, Calculus, and U.S. History. At Liberty Technology Magnet High School, dual-enrollment courses will be offered in English IV, Music Appreciation, Anatomy and Physiology, Personal Finance, and U.S. History.

Aligning with district initiatives, both schools will continue to implement multiple

research-based instructional strategies (e.g. differentiated instruction), writing, and positive behavior support. Full inclusion will be utilized to provide access to challenging curricula for students with special needs.

The only CTE Focused Program of Study offered to incoming freshmen at the redesigned Jackson Central Merry High School will be that of health science. Students will have the option of five health related programs of study, of which, three will lead to eligibility for nationally-recognized certifications. All students in the health focused program of study will participate in CPR certification in the mandatory health science education class. The five programs of study are:

- Therapeutic services with certification as a certified nurse assistant with classes on health science education, medical therapeutic, anatomy and physiology, nursing education.
- Therapeutic emergency services with certification as a first responder
- Emergency medical technician with classes in health education, medical therapeutic, anatomy and physiology, and emergency medical services.
- Diagnostic services with certification as a phlebotomist with classes in health education, rehabilitative therapies, diagnostic medicine, and clinical internships.
- Health informatics with classes in health education, diagnostic medicine, health informatics, and clinical internship.
- Biotechnology research and development with classes in health education, diagnostic medicine, anatomy and physiology, and forensic sciences.

Liberty Technology Magnet High School currently operates six Career and Technology Education academies: Manufacturing Science (Pre-Engineering), Marketing, Agriculture (Hydroponics, Aquaculture, and Floraculture), Culinary Arts, Networking and Communication, (Internet Technology) and Transportation Core. These six Academies provide real world learning experiences such as designing a school building, designing and implementing a business plan, running on onsite plant and fish business, and operating an in house restaurant, “The Taste of Liberty”. Each academy offers a link to career opportunities in the surrounding communities, and/ or the option to further their education at the college level.

Assessment

Jackson Central-Merry Academy of Medical Technology and Liberty Technology Magnet High School will use a range of formative assessments, benchmark exams, and end-of-course exams that will provide for continuous progress monitoring through timely and effective feedback for teachers, students, and parents. The

Jackson-Madison County School System has implemented formative assessments that are used to inform instruction and assess growth. State of Tennessee End-of-Course examinations will be conducted as required. Mock writing assessments will be performed throughout the year on specific dates to provide teachers with feedback to use in preparing students to take the state writing assessment. PLAN (10th grade) and ACT (11th grade) tests will be administered to assist students in preparing for college. School counselors currently use and will continue to use an online inventories to assist students in career planning.

Effective teaching will be promoted through common assessments at Jackson Central- Merry Academy of Medical Technology and Liberty Technology Magnet High School, which will be developed in all core courses so that students will be administered the same tests at the same time during the course of a school year. Co-teaching and collaboration will continue in the core academic classes. At Liberty, core course teachers will continue to initiate and sustain meaningful weekly Professional Learning Community.

Professional Development

Teacher quality and professional development are key to the success of Jackson Central-Merry Academy of Medical Technology and Liberty Technology Magnet High School. The Jackson-Madison County School System provides five in-service days that are used for system-wide training or school specific professional development. To increase the abilities and opportunities for teachers to work together to improve classroom practice and connect students across disciplines, students at these two schools will continue to dismiss for four (4) additional full days each school year to allow for professional development and co-teaching preparation among the faculty.

The faculties at both Jackson Central-Merry and Liberty Technology will continue to receive training on the new State of Tennessee Diploma Project standards, teaching AP courses, collaboration and co-teaching in the subject areas of math, language arts, and science. Jackson Central-Merry Academy of Medical Technology will have additional training in the area of health science. Professional development will be aligned with the rigor of the new state standards. Daily support for teachers is currently available and will continue to be provided by the Instructional Coach and Math Supervisor. This support will include training and modeling of varied instructional methods and procedures for effective classroom management. All teachers will be monitored by school and central office staff using local classroom walkthrough forms, as well as the State of Tennessee's evaluation process. Evidence-based competency resulting from instruction aligned to standards will be part of the professional assessment observation form.

The faculties of the Jackson Central Merry Academy of Medical Technology and Liberty Technology Magnet High School will receive extensive professional

development. Both schools will conduct training focused on the instructional needs of African American males and students in poverty. Additionally, several book studies have been completed and more will be done to further build the capacity of the teaching staff and to establish a professional learning community.

Student Support

Support for entering freshmen in the academic middle at Jackson Central-Merry Academy of Medical Technology and Liberty Technology Magnet High School will be provided beginning in 2010-11 through a program to prepare students for four-year college eligibility. A team of teachers at each school will be specially trained to work with these students, providing students enrolled in the program with organizational and study skills and opportunities to learn more about college life. All freshmen at Jackson Central-Merry Academy of Medical Technology participate in a freshmen transition program, which provides additional support to them by physically locating freshmen classes in one area of the school and designating faculty members who only teach freshmen level courses. The concept of the freshman transition allows for more interaction between faculty and freshmen students.

The “no fail” policy has been implemented at Jackson Central-Merry Academy of Medical Technology and Liberty Technology Magnet High School. Students are held accountable for learning, delivery of quality work, completing hard work, and becoming responsible for meeting specified deadlines. Rather than receiving low grades, students receive an “incomplete” and work is required to be completed during afterschool, Saturday school, or summer classes. Teachers use an online shared spreadsheet to keep track of missing homework and also contact each other by email to help with identification of students with missing assignments.

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

N/A

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

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

The Jackson-Madison county School District will continue its effort to support interventions and reform strategies in schools as identified in and outlined in both school level plans and the district comprehensive plan. Federal funds (Title I, Title II-A, Title II-D and other federal funds if available), state and local funds will be used to address all approved areas of school functions, including: professional development opportunities for principals and teachers aligned with district goals and state standards, assessments and curricula programs; development of meaningful goals and evaluation strategies; involvement of parents in program planning and in substantial, meaningful opportunities to participate in the education of their children;

and coordinate/ form a partnerships with other educational services and community agencies to pool resources and services to support interventions. REVISION 8/13/10: Community or other resources to support the interventions at Liberty and Jackson-Central Merry will be coordinated primarily through advisory committees. The district supports advisory committees in both schools, which include community persons, business and industry staff, and post-secondary education leaders representing a broad cross-section of the Jackson-Madison County. The advisory committees consult with district and schools staffs on issues regarding current industry standards, and provide resources to effectively implement programs. Some of the advisory committee representatives include: West Tennessee HealthCare, City of Jackson, Delta Faucet, Ameristeel and Jackson-State Community College.

- 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.

REVISION 8/13/10: The district identified a team to review policies, procedures, and school handbooks to identify any barriers to implementing the SIG. As of August 11, 2010, no barriers were identified in policies, procedures or school handbooks. After the Grant Coordinator position is filled, that person will monitor and review this process. An annual review of potential barriers in policies, procedures and handbooks will be conducted during the years of SIG funding.

- 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.

The district will continue to allocate resources (federal, state and local) as well as human resources to support sustainability of reforms beyond year three of the grant. REVISION 8/13/10: The primary goal of SIG interventions at Jackson Central-Merry and Liberty is to build the capacity of both schools to improve student achievement. When SIG funding is no longer available, the district expects that new cultures of improvement and new, more effective institutional structures will have been implemented, resulting in a reduced need for additional funds. However, to ensure sustainability of SIG reforms that have proven to be effective, the district will provide BEP and local allocations, along with federal funds (Title I-A, Title II-A, Title II-D, and Title III). The district as needed will re-allocate educational funds

from other federal, state, and local sources to continue effective reform activities. Additionally the district will require both schools to maintain advisory committees, including members from business, industry, and higher education, to fully utilize available community resources for sustaining project activities after SIG funding ends. The district leaders will provide ongoing support and monitoring of the implementation of reform strategies by conducting monthly meetings with the school's executive principal, exemplary educators, STAT's member, and instructional leaders. The LEA will continue to monitor student growth throughout the school year and analyze aggregate data by school and subgroup to determine district-wide gaps in student achievement, provide timely and effective feedback and access to data so that educational programs and instruction may be adapted to better meet student needs. The district will continue to work with the school to provide early and intensive interventions for students not making progress. The LEA will continue its support to schools to incorporate alternative time/scheduling approaches, such as block scheduling, dual enrollment, virtual courses, and work-based internships.

The district recognizes the unique skills of each staff and will support the use of collaborative teamwork and reflection that allow teachers to learn from each other. The LEA will ensure that professional development activities are aligned with state and district standards and goals, are based on student data, and supported by rigorous research. Ongoing, job-embedded professional development for school leaders will also be provided. The district, as needed, will reallocate resources to support school, staff, and instructional improvement. The district is committed to establishing a systematic way of collecting and using a variety of information to inform both district and school personnel about whether progress is being made toward improving student learning. The district will hold monthly meetings with school leaders to determine the effectiveness of reform efforts and if needed, identify strategies for further improvement. REVISION 8/13/10: An annual report, summarizing the evaluation processes and results, will be compiled and provided to all stakeholders.

Teachers are central to any effort to improve instruction. Therefore, the district has increased the aggressiveness of its recruiting program and expanded the geographical scope of recruitment. The district has also improved its visibility via the web site, advertisements, and national publications. The district has partnered with colleges to recruit, prepare, and retain teachers. Teachers are assigned to schools and courses based on their highly qualified status. This school year the district realized its goal of having 100% of its core teachers highly qualified. We will continue to actively search for teachers that have proven effective especially in high need schools and subject areas. The district, in 2008-09 school year, offered a retention bonus to fulltime, licensed, endorsed and NCLB highly qualified math and special education teachers that were assigned to our high priority school and who agreed to remain in math or special education teaching assignments for three consecutive years. During

the 2009-2010 school year, administrators and teachers assigned to our Fresh Start school and who made a commitment to stay for two consecutive years, were the recipients of a signing bonus. High priority schools receive additional days of professional developed tailored to meet individual needs of the school. These two schools are the recipient of federal funds which are used to enhance the teaching and learning environment of the school. The district will continue its efforts to attract, develop, and retain effective educators for all learners. A systematic approach is being examined for recruitment, hiring, inducting and ongoing professional development, opportunities for career growth, compensation and incentives for teachers and leaders.

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

Grant Coordinator

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

N/A

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

N/A

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

Evaluation of the new program implemented at Jackson Central Merry and Liberty Technology will use a mixed methods approach. This approach will include both qualitative and quantitative components to provide a comprehensive picture of program efficacy. Results from the evaluation will be used both for summative and formative purposes. Evaluation components will include student, teacher, parent, and administrator focus groups throughout the academic year. Quantitative data will include student, teacher, administrator, and parent surveys, as well as academic data such as state-mandated tests, attendance rates, and graduation rates. These data will provide policy makers and administrators with information needed to make changes in the program throughout the year, as well as information needed to determine the relative efficacy of the program (compared with baseline measures and longitudinal data as well as cross

sectional comparisons with other schools). **REVISION 8/13/10: An annual report which summarizes the evaluation processes and results, including leadership and milestone meeting notes, will be submitted to the Tennessee Department of Education.**

Program Goals

The School Improvement Grant contains goals that are strategically focused on the critical needs of Jackson Central Merry and Liberty Technology. These goals are stated in objective, measurable terms that can be assessed via quantitative and qualitative evaluation techniques.

Assessment of progress toward program goals will be the primary focus of the evaluation. Other formative and summative data will be gathered via the evaluation techniques described below.

Qualitative data

Student focus groups. A series of student focus groups will be conducted using stratified random sampling. Students in each grade will be sampled and groups of five to seven students will participate in the focus groups. The focus groups will follow a structured protocol to ensure consistency of questions across all focus groups. Focus group questions will include student perceptions of the program, perceived efficacy of the program, as well as suggestions for program improvement. These focus groups will be conducted in December and May of each academic year.

Teacher focus groups – A total of four teacher focus groups will be conducted during December and May of each academic year. A stratified random sample of five to seven teachers from each grade will be included in the focus groups. Focus group questions will follow a structured protocol to ensure consistency of questions across all teacher focus groups. Teachers will be asked questions about the perceived efficacy of the program as well as suggestions for program improvement.

Parent focus groups – A stratified random sample of parents will be invited to participate in the parent focus groups. The potential for sampling bias due to varied patterns of parental involvement will be addressed by both the selection protocol and repeated communications with parents. Groups of five to seven parents will be invited to participate in the focus groups and a structured protocol will ensure consistency of questions across focus groups. Focus group questions will include parent perceptions of program efficacy as well as suggestions for program improvement. Parent focus groups will be conducted in December and May of each academic year.

Administrator focus groups - The total administrator population at Jackson Central Merry and Liberty Technology will be invited to participate in the administrator focus

groups. The structured format of focus group questions will include topics such as administrator perceptions of the program, perceptions of program efficacy, and suggestions for program improvement. The administrator focus groups will be conducted in December and May of each academic year.

Quantitative data

Student surveys – All students attending Jackson Central Merry and Liberty Technology will be asked to participate in the student survey. The core of the student survey will be developed in conjunction with school administrators and teachers. These core questions will focus on issues salient to program implementation. Additional student survey items will be chosen from district-wide measures to ensure comparisons between schools and longitudinal comparisons can be made.

Teacher surveys – The teacher survey currently used by Jackson Central Merry and Liberty Technology will be administered at each school. Dimensions measured by this survey include teacher perceptions of school leadership, student behavior and discipline, teacher collaboration, and teacher engagement. Data from the Jackson Central Merry and Liberty Technology surveys will be compared with baseline data already collected at each school and all other schools in the district. Additionally, longitudinal comparisons will be made using concurrent data at Jackson Central Merry and Liberty Technology and other schools in the district.

Administrator surveys – The school administrator survey will be completed by school administrators at Jackson Central Merry and Liberty Technology as well as by administrators at all other schools in the district. This survey measures administrator perceptions of the school and the district. Longitudinal data will be collected and comparisons will be made between Jackson Central Merry and Liberty Technology and other schools in the district.

Parent surveys – A parent survey will be administered to a random sample of parents/guardians of students attending Jackson Central Merry and Liberty Technology and other schools in the district. This survey measures parent perceptions of the school, administrators, and the district. Longitudinal data will provide researchers with the ability to make comparisons between schools and across years. The parent survey at Jackson Central Merry and Liberty Technology will also include a survey addendum to address issues specific to both schools.

Academic achievement – All state-mandated tests ACT, Algebra I EOC, Biology I EOC, English I EOC, English II EOC, PLAN, US History, and Writing Assessment will be included in the analyses. The overall analytic methodology will include longitudinal comparisons as well as comparisons with other schools in the state and in the district. These comparisons will include both scale scores and gain scores. The gain score analyses will allow comparisons between Jackson Central Merry and Liberty

Technology and other schools in the state as well as with other schools in the district. The scale score comparisons will be limited to comparisons within the district but will use prior achievement and student demographics as covariates to equalize schools for comparison purposes.

ThinkLink – Discovery Education (ThinkLink) formative assessments are conducted three times per year in the first through eighth grades at all schools in the district. At Jackson Central Merry and Liberty Technology, formative assessments will be conducted 2 per course. Teachers and school administrators will receive ongoing training and guidance in using these data to improve classroom instruction and in providing feedback to students and parents. After the results from each test administration are available, the Instructional Impact Team at each school, along with district personnel, examines and analyzes individual student data and compiles school summary reports in order to closely monitor progress toward meeting federal benchmarks. Teachers communicate test results to students and parents, and interventions are developed for non-proficient students.

Student attendance – School attendance data will be collected for every student in the district. These student-level data will allow comparisons between schools in the district, as well as longitudinal comparisons within Jackson Central Merry and Liberty Technology. Statistical significance tests will be used to determine differences between schools and across years.

Graduation rates – Graduation rates may be computed in a variety of ways. To ensure consistency of measures for comparison purposes, graduation rates computed via the state-mandated formula will be used in the analyses. It is anticipated that non-parametric statistical tests will be used to identify significant changes in patterns of graduation rates.

Non-academic indicators – Results will be reported for Non-Academic indicators and any other indicators available from the state or other service providers. The format of reporting will be dependent on the level of data available from the providers.

The data collected in the evaluation process will be used for formative and summative purposes. The questions used in the focus groups are designed to include perceptions of program efficacy and suggestions for program improvements. These data will be available to school administrators and the advisory council, providing one source for data-based decision making. Additionally, the quantitative data collected in the evaluation process will provide summative data for the advisory council to estimate program efficacy and make data-based decisions regarding the program implemented at Jackson Central Merry and Liberty Technology.

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.

We are not serving any Tier I or Tier II schools and are equipped to serve our two Tier III schools.

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) To Be Announced (TBA)
 SIG Coordinator 's E-Mail address: N/A

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 TBA	Grant Coordinator	Lead District Support Team and oversee all grant aspects	All	160
Christine Hart	Federal Programs	support, monitor, and assess progress	All	20
	STAT/EE	support, monitor, and assess progress	All	20
Robert Conder	School Grant Facilitator	support, monitor, and assess progress	All	160
a. How often will the LEA 1003(g) district support team meet? Monthly				
b. How often will they report on their work and the work on Tier I, II, and III schools to the				

superintendent? Monthly
c. How often will they report on their work and the work on Tier I, II, and III schools to the Board of Education? 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? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If no, briefly describe the plans for the district support team to begin work on the Tier I, II, and III schools. _____

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

Attributes of the principal should include:

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

The effective practices and indicators for principals:

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

Describe your search process for effective leaders:

Number of principal resumes attached:

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

D. External Providers (All Schools)

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

SCOPE OF WORK

Contracts with external providers meet all NCLB requirements and are approved and monitored by the LEA. Contracts must contain technical descriptions of how the provider will implement program requirements with detail sufficient to enable the LEA to determine that the federal, state and local statutory and regulatory requirements have been met. The LEA ensures that invoices

from external providers list instructional costs separate from administrative costs. All external providers are governed by the requirements of local, state and federal laws, rules and regulations outlined in LEA Policy 2.808

Purpose

External providers must have proven qualifications in the development and implementation of strategies for the improvement of student achievement. These strategies should include the review of all facets of leadership, professional development, curriculum, delivery models and the provision and implementation of improvement strategies. The strategies must be scientific, educational and research based. The improvements themselves should be comprehensive, performance based and measureable.

External Provider Qualifications

External providers must be able to demonstrate that they are a reputable organization with at least three (3) years of successful experience in providing school improvement strategies to schools with demographics similar to Jackson-Madison County Schools. Providers should have demonstrated success in improved teaching and learning in rural and/or urban schools and should employ highly trained and experienced personnel. The external provider must be able to deliver the following services to contracted schools within Jackson-Madison County Schools:

1. Comprehensive support, content, systems and delivery mechanisms that result in documented and sustained improvement among underperforming rural and/or urban schools;
2. Improvement strategies based upon scientific, educational research;
3. High-quality professional development that includes best- practice content, delivery systems and approaches to comprehensive school improvement;
4. Definite long-range and immediate goals along with collaboratively developed and implemented plans based on specific school needs;
5. Ongoing support to the district to ensure the sustainability of effort;
6. Building of the internal leadership capacity to achieve results and ensure continuous improvement;
7. Actively engage in regular documented meetings with the district leadership and school board to develop understanding and support of the school's effort and to ensure that the approach is systemic and comprehensive;
8. School improvement services that yield a high probability of increased student achievement; including but not limited to, formative and interim assessments
9. Plans to monitor and evaluate the implementation of school improvement strategies with regular reports to school district leaders and the local school board.

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.

District Protocol

1. The needs of the school(s) based on goals and assessments.
2. Research based strategies for improving achievement data.

3. Approved and listed on the Tennessee vendor list.
4. A rubric will be used to identify providers with a high probability of success.

Item	1	2	3	4	5	T
Does reform address strategic goals	Does not meet goals		Some of the goals are met		All goals are met	
Researched based evidence	Does not have researched based evidence		Has some researched based evidence		Sufficient research based evidence	
Proposal within budget	Proposal is over the allocated budget		Proposal meets the allocated budget		Proposal is under the allocated budget	
Teacher buy-in	Less than 90% teacher buy-in		At least 90% teacher but-in		More than 90% teacher buy-in	
Detail to insure implementation fidelity	Insufficient detail		Moderate detail		High detail	
Monitoring materials	Insufficient materials for successful district monitoring		Moderate materials for successful district monitoring		Sufficient materials for successful district monitoring	

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

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

E. Professional Development (All Schools)

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

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

VI. Budget

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

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

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

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

First Tab of Excel Spreadsheet: Budget Spreadsheet

Revenue section for grants for Title I 1003 (g)

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

year grant period.

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

Appropriations section

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

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

Second Tab of Excel Spreadsheet: Budget Justification Sheet

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

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

Name of School: Jackson Central-Merry High School

Principal Name for SY10-11: Eric T. Jones

(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): Algebra I, English II, Grades ALL

[View Chart ?](#)

Grade	Subject	School Year	Subgroup	School % Tested	School % Below Prof	School % Prof	School % Advanced	School % Prof & Adv	System % Prof Adv	State % Prof & Adv
9	Algebra I	2006-07	All Students	99.0	12.2	35.7	52.0	87.8	92.7	86.3
		2007-08	All Students	100.0	20.2	53.2	26.6	79.8	89.0	87.5
		2008-09	All Students	100.0	10.7	25.3	64.0	89.3	88.4	88.9
		2006-07	African American	100.0	13.8	37.5	48.8	86.3	89.9	69.5
		2007-08	African American	100.0	19.5	54.0	26.4	80.5	83.8	71.9
		2008-09	African American	100.0	11.9	26.9	61.2	88.1	85.5	76.1
		2006-07	Asian/Pacific Islander	100.0	*	*	*	*	100.0	93.4
		2007-08	Asian/Pacific Islander	100.0	*	*	*	*	100.0	95.2

2008-09	Asian/Pacific Islander	100.0	*	*	*	*	100.0	94.4
2006-07	Hispanic	100.0	*	*	*	*	94.7	80.5
2008-09	Hispanic	100.0	*	*	*	*	96.4	86.6
2007-08	Native American/Alaskan	100.0	*	*	*	*	50.0	91.2
2006-07	White	92.9	0.0	38.5	61.5	100.0	95.1	93.4
2007-08	White	100.0	20.0	40.0	40.0	80.0	95.6	94.2
2008-09	White	100.0	*	*	*	*	92.1	94.3
2006-07	Economically Disadvantaged	98.2	14.5	34.5	50.9	85.5	88.7	77.3
2007-08	Economically Disadvantaged	100.0	17.6	56.8	25.7	82.4	86.1	79.7
2008-09	Economically Disadvantaged	100.0	9.5	27.0	63.5	90.5	84.7	82.9
2006-07	Not Economically Disadvantaged	100.0	9.5	35.7	54.8	90.5	95.4	92.6
2007-08	Not Economically Disadvantaged	100.0	30.0	40.0	30.0	70.0	92.4	93.6
2008-09	Not Economically Disadvantaged	100.0	16.7	16.7	66.7	83.3	93.8	94.3
2006-07	Economic Status Not Reported	100.0	*	*	*	*	100.0	59.5
2006-07	Students with Disabilities	100.0	*	*	*	*	66.7	54.0
2007-08	Students with Disabilities	100.0	*	*	*	*	50.0	60.0

08	Disabilities							
2008-09	Students with Disabilities	100.0	*	*	*	*	46.0	59.6
2006-07	Students w/out Disabilities	99.0	12.4	35.1	52.6	87.6	93.2	87.5
2007-08	Students w/out Disabilities	100.0	18.5	54.3	27.2	81.5	90.0	88.5
2008-09	Students w/out Disabilities	100.0	9.5	25.7	64.9	90.5	91.1	90.3
2006-07	Limited English Proficiency (LEP)	100.0	*	*	*	*	100.0	57.6
2007-08	Limited English Proficiency (LEP)	100.0	*	*	*	*	92.3	73.8
2008-09	Limited English Proficiency (LEP)	100.0	*	*	*	*	88.9	72.5
2006-07	Not LEP	99.0	12.4	36.1	51.5	87.6	92.7	86.6
2007-08	Not LEP	100.0	20.4	53.8	25.8	79.6	88.9	87.6
2008-09	Not LEP	100.0	11.0	26.0	63.0	89.0	88.4	89.2
2006-07	NonMigrant	99.0	12.2	35.7	52.0	87.8	92.7	86.3
2007-08	NonMigrant	100.0	20.2	53.2	26.6	79.8	89.0	87.5
2008-09	NonMigrant	100.0	10.7	25.3	64.0	89.3	88.4	89.0
2006-07	Male	97.4	10.5	34.2	55.3	89.5	92.4	84.8
2007-08	Male	100.0	22.2	44.4	33.3	77.8	88.9	86.4

	2008-09	Male	100.0	20.7	10.3	69.0	79.3	86.2	87.5
	2006-07	Female	100.0	13.3	36.7	50.0	86.7	92.9	87.6
	2007-08	Female	100.0	18.4	61.2	20.4	81.6	89.2	88.5
	2008-09	Female	100.0	4.3	34.8	60.9	95.7	90.4	90.4
English II	2006-07	All Students	81.8	0.0	66.7	33.3	100.0	95.6	81.8
	2007-08	All Students	100.0	0.0	42.9	57.1	100.0	83.6	85.8
	2008-09	All Students	63.6	0.0	57.1	42.9	100.0	87.8	88.7
	2006-07	African American	81.8	0.0	66.7	33.3	100.0	93.5	80.0
	2007-08	African American	100.0	0.0	50.0	50.0	100.0	77.8	82.0
	2008-09	African American	60.0	0.0	50.0	50.0	100.0	86.1	86.2
	2008-09	Hispanic	100.0	*	*	*	*	100.0	84.6
	2007-08	White	100.0	*	*	*	*	93.8	89.5
	2006-07	Economically Disadvantaged	87.5	0.0	71.4	28.6	100.0	97.0	79.9
	2007-08	Economically Disadvantaged	100.0	0.0	33.3	66.7	100.0	79.1	84.1
	2008-09	Economically Disadvantaged	66.7	0.0	50.0	50.0	100.0	91.2	87.6
	2006-07	Not Economically Disadvantaged	66.7	*	*	*	*	91.7	86.5

07	Disadvantaged							
2007-08	Not Economically Disadvantaged	100.0	*	*	*	*	100.0	89.3
2008-09	Not Economically Disadvantaged	50.0	*	*	*	*	71.4	91.5
2006-07	Students w/out Disabilities	81.8	0.0	66.7	33.3	100.0	97.6	86.6
2007-08	Students w/out Disabilities	100.0	0.0	42.9	57.1	100.0	88.0	88.2
2008-09	Students w/out Disabilities	63.6	0.0	57.1	42.9	100.0	91.7	91.0
2006-07	Not LEP	81.8	0.0	66.7	33.3	100.0	95.6	82.0
2007-08	Not LEP	100.0	0.0	42.9	57.1	100.0	83.0	85.8
2008-09	Not LEP	63.6	0.0	57.1	42.9	100.0	87.8	88.8
2006-07	NonMigrant	81.8	0.0	66.7	33.3	100.0	95.6	81.8
2007-08	NonMigrant	100.0	0.0	42.9	57.1	100.0	83.6	85.8
2008-09	NonMigrant	63.6	0.0	57.1	42.9	100.0	87.8	88.7
2006-07	Male	85.7	0.0	66.7	33.3	100.0	96.6	78.4
2007-08	Male	100.0	*	*	*	*	72.0	82.5
2008-09	Male	50.0	*	*	*	*	96.0	86.4
2006-07	Female	75.0	*	*	*	*	93.8	86.8

		2007-08	Female	100.0	0.0	60.0	40.0	100.0	93.3	90.8
		2008-09	Female	80.0	*	*	*	*	75.0	92.4
10	Algebra I	2006-07	All Students	100.0	17.7	61.3	21.0	82.3	75.6	72.7
		2007-08	All Students	100.0	29.0	55.0	16.0	71.0	67.7	72.0
		2008-09	All Students	97.0	30.9	44.3	24.7	69.1	65.2	73.3
		2006-07	African American	100.0	17.6	66.7	15.7	82.4	72.8	55.2
		2007-08	African American	100.0	30.6	54.1	15.3	69.4	63.6	56.5
		2008-09	African American	96.7	33.3	48.3	18.4	66.7	62.7	57.0
		2008-09	Asian/Pacific Islander	100.0	*	*	*	*	100.0	83.2
		2006-07	Hispanic	100.0	*	*	*	*	72.7	70.1
		2007-08	Hispanic	100.0	22.2	66.7	11.1	77.8	78.9	72.7
		2008-09	Hispanic	100.0	*	*	*	*	83.3	72.1
		2006-07	White	100.0	28.6	14.3	57.1	71.4	81.4	82.1
		2007-08	White	100.0	20.0	60.0	20.0	80.0	78.0	79.9
		2008-09	White	100.0	16.7	16.7	66.7	83.3	71.8	81.2
		2007-	Ethnic Origin Not	100.0	*	*	*	*	100.0	66.2

08	Reported							
2006-07	Economically Disadvantaged	100.0	18.6	62.8	18.6	81.4	72.6	66.7
2007-08	Economically Disadvantaged	100.0	27.8	56.9	15.3	72.2	63.3	66.5
2008-09	Economically Disadvantaged	97.4	30.7	46.7	22.7	69.3	64.6	69.9
2006-07	Not Economically Disadvantaged	100.0	15.8	57.9	26.3	84.2	81.4	79.3
2007-08	Not Economically Disadvantaged	100.0	29.6	51.9	18.5	70.4	76.6	79.3
2008-09	Not Economically Disadvantaged	95.7	31.8	36.4	31.8	68.2	66.7	78.4
2007-08	Economic Status Not Reported	100.0	*	*	*	*	0.0	44.5
2006-07	Students with Disabilities	100.0	40.0	46.7	13.3	60.0	49.1	52.6
2007-08	Students with Disabilities	100.0	50.0	50.0	0.0	50.0	54.1	53.3
2008-09	Students with Disabilities	100.0	35.7	50.0	14.3	64.3	55.8	56.0
2006-07	Students w/out Disabilities	100.0	10.6	66.0	23.4	89.4	85.4	75.7
2007-08	Students w/out Disabilities	100.0	25.0	56.0	19.0	75.0	71.5	75.0
2008-09	Students w/out Disabilities	96.5	30.1	43.4	26.5	69.9	69.1	76.6
2006-07	Limited English Proficiency (LEP)	100.0	*	*	*	*	66.7	55.2
2007-08	Limited English Proficiency (LEP)	100.0	28.6	57.1	14.3	71.4	66.7	57.8

	2008-09	Limited English Proficiency (LEP)	100.0	*	*	*	*	71.4	61.6
	2006-07	Not LEP	100.0	18.3	60.0	21.7	81.7	75.7	73.0
	2007-08	Not LEP	100.0	29.0	54.8	16.1	71.0	67.7	72.3
	2008-09	Not LEP	96.9	31.6	45.3	23.2	68.4	65.1	73.6
	2006-07	NonMigrant	100.0	17.7	61.3	21.0	82.3	75.6	72.7
	2007-08	NonMigrant	100.0	29.0	55.0	16.0	71.0	67.7	72.0
	2008-09	NonMigrant	97.0	30.9	44.3	24.7	69.1	65.2	73.4
	2006-07	Male	100.0	14.8	55.6	29.6	85.2	77.9	72.1
	2007-08	Male	100.0	31.9	55.3	12.8	68.1	65.8	71.8
	2008-09	Male	98.1	31.4	41.2	27.5	68.6	62.4	72.6
	2006-07	Female	100.0	20.0	65.7	14.3	80.0	72.7	73.3
	2007-08	Female	100.0	26.4	54.7	18.9	73.6	69.8	72.2
	2008-09	Female	95.8	30.4	47.8	21.7	69.6	69.0	74.2
English II	2006-07	All Students	98.3	1.2	35.7	63.2	98.8	96.9	96.2
	2007-08	All Students	99.4	5.7	38.4	56.0	94.3	95.4	97.0
	2008-09	All Students	98.0	0.7	37.2	62.1	99.3	96.4	97.6

09								
2006-07	African American	100.0	1.6	36.7	61.7	98.4	95.7	92.6
2007-08	African American	99.3	5.9	41.2	52.9	94.1	93.3	94.5
2008-09	African American	99.3	0.7	38.2	61.0	99.3	95.0	95.3
2006-07	Asian/Pacific Islander	100.0	*	*	*	*	100.0	97.2
2007-08	Asian/Pacific Islander	100.0	*	*	*	*	100.0	98.1
2008-09	Asian/Pacific Islander	100.0	*	*	*	*	100.0	99.1
2006-07	Hispanic	100.0	0.0	71.4	28.6	100.0	100.0	94.8
2007-08	Hispanic	100.0	14.3	42.9	42.9	85.7	93.5	94.8
2008-09	Hispanic	100.0	*	*	*	*	100.0	96.7
2006-07	White	91.7	0.0	21.2	78.8	100.0	98.3	97.5
2007-08	White	100.0	0.0	15.4	84.6	100.0	98.5	97.9
2008-09	White	75.0	0.0	16.7	83.3	100.0	98.3	98.4
2007-08	Ethnic Origin Not Reported	100.0	*	*	*	*	100.0	92.9
2006-07	Economically Disadvantaged	99.0	1.1	38.9	60.0	98.9	95.5	93.3
2007-08	Economically Disadvantaged	100.0	7.5	47.7	44.9	92.5	93.1	94.9

2008- Economically 09 Disadvantaged	99.1	0.9	38.2	60.9	99.1	94.3	95.8
2006- Not Economically 07 Disadvantaged	97.4	1.3	31.6	67.1	98.7	98.4	98.2
2007- Not Economically 08 Disadvantaged	98.1	2.0	19.6	78.4	98.0	97.8	98.6
2008- Not Economically 09 Disadvantaged	94.6	0.0	34.3	65.7	100.0	99.5	99.0
2007- Economic Status 08 Not Reported	100.0	*	*	*	*	100.0	82.3
2006- Students with 07 Disabilities	100.0	0.0	76.2	23.8	100.0	87.8	80.3
2007- Students with 08 Disabilities	100.0	0.0	81.3	18.8	100.0	82.0	84.6
2008- Students with 09 Disabilities	100.0	0.0	63.6	36.4	100.0	80.6	87.0
2006- Students w/out 07 Disabilities	98.0	1.3	30.0	68.7	98.7	98.1	97.8
2007- Students w/out 08 Disabilities	99.3	6.3	33.6	60.1	93.7	97.4	98.2
2008- Students w/out 09 Disabilities	97.8	0.7	35.1	64.2	99.3	98.4	98.6
2006- Limited English 07 Proficiency (LEP)	100.0	0.0	85.7	14.3	100.0	100.0	80.2
2007- Limited English 08 Proficiency (LEP)	100.0	20.0	40.0	40.0	80.0	81.8	77.2
2008- Limited English 09 Proficiency (LEP)	100.0	*	*	*	*	100.0	85.9
2006- 07 Not LEP	98.2	1.2	33.5	65.2	98.8	96.9	96.3
2007- Not LEP	99.4	5.2	38.3	56.5	94.8	95.5	97.1

		08								
		2008-09	Not LEP	98.0	0.7	37.5	61.8	99.3	96.3	97.7
		2006-07	NonMigrant	98.3	1.2	35.7	63.2	98.8	96.9	96.2
		2007-08	NonMigrant	99.4	5.7	38.4	56.0	94.3	95.4	97.0
		2008-09	NonMigrant	98.0	0.7	37.2	62.1	99.3	96.4	97.6
		2006-07	Male	96.7	1.1	36.0	62.9	98.9	97.0	94.8
		2007-08	Male	98.7	6.6	32.9	60.5	93.4	93.7	95.8
		2008-09	Male	100.0	0.0	41.0	59.0	100.0	94.5	96.8
		2006-07	Female	100.0	1.2	35.4	63.4	98.8	96.8	97.7
		2007-08	Female	100.0	4.8	43.4	51.8	95.2	97.1	98.2
		2008-09	Female	95.7	1.5	32.8	65.7	98.5	98.3	98.4
11	Algebra I	2006-07	All Students	100.0	51.4	45.7	2.9	48.6	66.0	58.4
		2007-08	All Students	100.0	42.9	52.4	4.8	57.1	61.6	57.9
		2008-09	All Students	96.0	41.7	39.6	18.8	58.3	56.1	58.0
		2006-07	African American	100.0	50.0	46.9	3.1	50.0	60.4	41.0
		2007-08	African American	100.0	39.4	54.5	6.1	60.6	60.0	42.7

2008-09	African American	95.2	37.5	40.0	22.5	62.5	52.4	44.5
2006-07	Hispanic	100.0	*	*	*	*	100.0	58.7
2007-08	Hispanic	100.0	*	*	*	*	100.0	60.5
2008-09	Hispanic	100.0	*	*	*	*	60.0	61.6
2008-09	Native American/Alaskan	100.0	*	*	*	*	100.0	72.0
2006-07	White	100.0	*	*	*	*	80.9	69.2
2007-08	White	100.0	83.3	16.7	0.0	16.7	61.2	66.6
2008-09	White	100.0	*	*	*	*	66.7	65.0
2006-07	Economically Disadvantaged	100.0	66.7	33.3	0.0	33.3	54.6	52.2
2007-08	Economically Disadvantaged	100.0	39.3	60.7	0.0	60.7	58.0	52.6
2008-09	Economically Disadvantaged	100.0	38.9	38.9	22.2	61.1	51.1	54.3
2006-07	Not Economically Disadvantaged	100.0	20.0	70.0	10.0	80.0	85.5	65.3
2007-08	Not Economically Disadvantaged	100.0	50.0	35.7	14.3	50.0	67.9	65.6
2008-09	Not Economically Disadvantaged	85.7	50.0	41.7	8.3	50.0	70.6	63.6
2006-07	Economic Status Not Reported	100.0	*	*	*	*	66.7	51.1
2006-	Students with	100.0	68.2	31.8	0.0	31.8	55.8	44.2

07	Disabilities							
2007-08	Students with Disabilities	100.0	40.0	60.0	0.0	60.0	54.2	43.7
2008-09	Students with Disabilities	100.0	69.2	30.8	0.0	30.8	48.6	46.0
2006-07	Students w/out Disabilities	100.0	23.1	69.2	7.7	76.9	76.0	63.2
2007-08	Students w/out Disabilities	100.0	43.8	50.0	6.3	56.3	66.2	62.9
2008-09	Students w/out Disabilities	94.6	31.4	42.9	25.7	68.6	60.9	62.4
2006-07	Limited English Proficiency (LEP)	100.0	*	*	*	*	100.0	46.4
2008-09	Limited English Proficiency (LEP)	100.0	*	*	*	*	33.3	55.0
2006-07	Not LEP	100.0	52.9	44.1	2.9	47.1	65.8	58.6
2007-08	Not LEP	100.0	42.9	52.4	4.8	57.1	61.6	58.1
2008-09	Not LEP	95.8	41.3	39.1	19.6	58.7	56.5	58.0
2006-07	NonMigrant	100.0	51.4	45.7	2.9	48.6	66.0	58.4
2007-08	NonMigrant	100.0	42.9	52.4	4.8	57.1	61.6	58.0
2008-09	NonMigrant	96.0	41.7	39.6	18.8	58.3	56.1	57.9
2006-07	Male	100.0	45.0	55.0	0.0	55.0	68.2	58.9
2007-08	Male	100.0	43.5	56.5	0.0	56.5	63.3	58.7

	2008-09	Male	95.8	47.8	34.8	17.4	52.2	51.5	57.5
	2006-07	Female	100.0	60.0	33.3	6.7	40.0	63.1	57.8
	2007-08	Female	100.0	42.1	47.4	10.5	57.9	59.4	57.1
	2008-09	Female	96.2	36.0	44.0	20.0	64.0	61.1	58.6
English II	2006-07	All Students	100.0	15.4	38.5	46.2	84.6	78.0	78.2
	2007-08	All Students	100.0	20.0	43.3	36.7	80.0	76.3	82.4
	2008-09	All Students	100.0	25.0	62.5	12.5	75.0	77.1	85.0
	2006-07	African American	100.0	22.2	33.3	44.4	77.8	70.9	64.4
	2007-08	African American	100.0	20.0	44.0	36.0	80.0	69.7	72.5
	2008-09	African American	100.0	27.3	63.6	9.1	72.7	69.8	76.1
	2006-07	Asian/Pacific Islander	100.0	*	*	*	*	100.0	89.1
	2006-07	Hispanic	100.0	*	*	*	*	100.0	77.9
	2007-08	Hispanic	100.0	*	*	*	*	66.7	82.5
	2008-09	Hispanic	100.0	*	*	*	*	75.0	85.4
	2008-09	Native American/Alaskan	100.0	*	*	*	*	100.0	85.7
	2007-	White	100.0	*	*	*	*	95.8	87.4

08								
2007- Ethnic Origin Not 08 Reported	100.0	*	*	*	*	100.0	90.0	
2006- Economically 07 Disadvantaged	100.0	22.2	33.3	44.4	77.8	66.7	72.5	
2007- Economically 08 Disadvantaged	100.0	22.7	50.0	27.3	77.3	67.8	77.9	
2008- Economically 09 Disadvantaged	100.0	26.7	66.7	6.7	73.3	67.4	80.7	
2006- Not Economically 07 Disadvantaged	100.0	*	*	*	*	100.0	85.5	
2007- Not Economically 08 Disadvantaged	100.0	12.5	25.0	62.5	87.5	89.5	88.5	
2008- Not Economically 09 Disadvantaged	100.0	*	*	*	*	95.7	90.7	
2006- Students with 07 Disabilities	100.0	28.6	42.9	28.6	71.4	62.2	56.9	
2007- Students with 08 Disabilities	100.0	14.3	85.7	0.0	85.7	54.1	65.5	
2008- Students with 09 Disabilities	100.0	*	*	*	*	57.1	70.0	
2006- Students w/out 07 Disabilities	100.0	0.0	33.3	66.7	100.0	91.1	87.6	
2007- Students w/out 08 Disabilities	100.0	21.7	30.4	47.8	78.3	90.0	89.8	
2008- Students w/out 09 Disabilities	100.0	28.6	57.1	14.3	71.4	85.7	90.8	
2006- Limited English 07 Proficiency (LEP)	100.0	*	*	*	*	100.0	68.2	
2007- Limited English 08 Proficiency (LEP)	100.0	*	*	*	*	75.0	73.1	

		2008-09	Limited English Proficiency (LEP)	100.0	*	*	*	*	77.8	76.9
		2006-07	Not LEP	100.0	16.7	41.7	41.7	83.3	77.5	78.7
		2007-08	Not LEP	100.0	18.5	44.4	37.0	81.5	76.3	82.8
		2008-09	Not LEP	100.0	25.0	58.3	16.7	75.0	77.0	85.3
		2006-07	NonMigrant	100.0	15.4	38.5	46.2	84.6	78.0	78.2
		2007-08	NonMigrant	100.0	20.0	43.3	36.7	80.0	76.3	82.4
		2008-09	NonMigrant	100.0	25.0	62.5	12.5	75.0	77.1	85.0
		2006-07	Male	100.0	12.5	37.5	50.0	87.5	81.6	74.5
		2007-08	Male	100.0	25.0	43.8	31.3	75.0	75.4	79.9
		2008-09	Male	100.0	23.1	61.5	15.4	76.9	76.7	82.7
		2006-07	Female	100.0	20.0	40.0	40.0	80.0	72.7	84.0
		2007-08	Female	100.0	14.3	42.9	42.9	85.7	77.5	86.3
		2008-09	Female	100.0	*	*	*	*	77.8	88.5
12	Algebra I	2006-07	All Students	100.0	52.2	41.3	6.5	47.8	57.1	52.5
		2007-08	All Students	100.0	48.9	42.2	8.9	51.1	48.6	54.2
		2008-	All Students	91.7	48.5	39.4	12.1	51.5	53.5	55.9

09								
2006-07	African American	100.0	52.4	42.9	4.8	47.6	53.3	42.4
2007-08	African American	100.0	51.4	37.8	10.8	48.6	42.2	45.2
2008-09	African American	95.8	52.2	39.1	8.7	47.8	50.6	47.8
2006-07	Asian/Pacific Islander	100.0	*	*	*	*	100.0	72.9
2007-08	Asian/Pacific Islander	100.0	*	*	*	*	100.0	83.1
2006-07	Hispanic	100.0	*	*	*	*	100.0	61.6
2007-08	Hispanic	100.0	*	*	*	*	100.0	66.0
2006-07	White	100.0	*	*	*	*	70.0	59.5
2007-08	White	100.0	50.0	50.0	0.0	50.0	62.5	59.7
2008-09	White	100.0	44.4	33.3	22.2	55.6	57.7	61.1
2008-09	Ethnic Origin Not Reported	100.0	*	*	*	*	100.0	60.0
2006-07	Economically Disadvantaged	100.0	51.5	45.5	3.0	48.5	52.6	47.5
2007-08	Economically Disadvantaged	100.0	48.6	45.7	5.7	51.4	45.8	50.1
2008-09	Economically Disadvantaged	88.0	45.5	40.9	13.6	54.5	53.6	52.8
2006-07	Not Economically Disadvantaged	100.0	50.0	33.3	16.7	50.0	69.7	59.4

2007- 08	Not Economically Disadvantaged	100.0	50.0	30.0	20.0	50.0	53.8	61.0
2008- 09	Not Economically Disadvantaged	100.0	54.5	36.4	9.1	45.5	53.3	61.5
2006- 07	Economic Status Not Reported	100.0	*	*	*	*	0.0	41.4
2006- 07	Students with Disabilities	100.0	58.3	41.7	0.0	41.7	50.0	37.6
2007- 08	Students with Disabilities	100.0	65.2	30.4	4.3	34.8	36.9	40.0
2008- 09	Students with Disabilities	100.0	72.2	27.8	0.0	27.8	35.2	42.7
2006- 07	Students w/out Disabilities	100.0	45.5	40.9	13.6	54.5	69.0	63.7
2007- 08	Students w/out Disabilities	100.0	31.8	54.5	13.6	68.2	65.2	64.2
2008- 09	Students w/out Disabilities	83.3	20.0	53.3	26.7	80.0	70.0	64.0
2006- 07	Limited English Proficiency (LEP)	100.0	*	*	*	*	100.0	58.0
2007- 08	Limited English Proficiency (LEP)	100.0	*	*	*	*	100.0	55.1
2006- 07	Not LEP	100.0	54.5	40.9	4.5	45.5	56.4	52.4
2007- 08	Not LEP	100.0	50.0	40.9	9.1	50.0	47.7	54.2
2008- 09	Not LEP	97.1	48.5	39.4	12.1	51.5	53.5	55.8
2006- 07	NonMigrant	100.0	52.2	41.3	6.5	47.8	57.1	52.5
2007- 08	NonMigrant	100.0	48.9	42.2	8.9	51.1	48.6	54.2

	08								
	2008-09	NonMigrant	91.7	48.5	39.4	12.1	51.5	53.5	55.9
	2006-07	Male	100.0	45.0	50.0	5.0	55.0	57.1	51.1
	2007-08	Male	100.0	46.4	42.9	10.7	53.6	50.7	52.6
	2008-09	Male	88.9	50.0	31.3	18.8	50.0	52.8	54.5
	2006-07	Female	100.0	57.7	34.6	7.7	42.3	57.1	54.5
	2007-08	Female	100.0	52.9	41.2	5.9	47.1	45.2	56.4
	2008-09	Female	94.4	47.1	47.1	5.9	52.9	54.1	57.8
English II	2006-07	All Students	90.0	11.1	44.4	44.4	88.9	60.0	71.1
	2007-08	All Students	100.0	36.8	36.8	26.3	63.2	59.5	75.9
	2008-09	All Students	100.0	58.3	33.3	8.3	41.7	52.1	80.6
	2006-07	African American	87.5	0.0	42.9	57.1	100.0	52.4	57.5
	2007-08	African American	100.0	41.2	41.2	17.6	58.8	51.4	64.6
	2008-09	African American	100.0	57.1	42.9	0.0	42.9	46.9	71.8
	2006-07	Hispanic	100.0	*	*	*	*	50.0	78.1
	2008-09	Hispanic	100.0	*	*	*	*	50.0	83.6

2007-08	White	100.0	*	*	*	*	100.0	82.8
2008-09	White	100.0	*	*	*	*	70.0	86.3
2006-07	Economically Disadvantaged	85.7	16.7	50.0	33.3	83.3	56.5	62.7
2007-08	Economically Disadvantaged	100.0	33.3	33.3	33.3	66.7	60.0	68.0
2008-09	Economically Disadvantaged	100.0	75.0	25.0	0.0	25.0	50.0	75.0
2006-07	Not Economically Disadvantaged	100.0	*	*	*	*	83.3	81.3
2007-08	Not Economically Disadvantaged	100.0	*	*	*	*	58.3	84.5
2008-09	Not Economically Disadvantaged	100.0	*	*	*	*	58.3	88.2
2006-07	Students with Disabilities	50.0	*	*	*	*	40.0	49.7
2007-08	Students with Disabilities	100.0	50.0	50.0	0.0	50.0	45.8	58.0
2008-09	Students with Disabilities	100.0	*	*	*	*	39.1	62.9
2006-07	Students w/out Disabilities	100.0	12.5	37.5	50.0	87.5	80.0	87.4
2007-08	Students w/out Disabilities	100.0	27.3	27.3	45.5	72.7	77.8	88.1
2008-09	Students w/out Disabilities	100.0	62.5	25.0	12.5	37.5	64.0	89.5
2006-07	Limited English Proficiency (LEP)	100.0	*	*	*	*	50.0	68.2
2008-09	Limited English	100.0	*	*	*	*	0.0	76.9

	09	Proficiency (LEP)							
	2006-07	Not LEP	87.5	0.0	42.9	57.1	100.0	60.7	71.3
	2007-08	Not LEP	100.0	36.8	36.8	26.3	63.2	59.5	77.0
	2008-09	Not LEP	100.0	50.0	40.0	10.0	50.0	54.3	80.9
	2006-07	NonMigrant	90.0	11.1	44.4	44.4	88.9	60.0	71.1
	2007-08	NonMigrant	100.0	36.8	36.8	26.3	63.2	59.5	75.9
	2008-09	NonMigrant	100.0	58.3	33.3	8.3	41.7	52.1	80.6
	2006-07	Male	83.3	20.0	40.0	40.0	80.0	52.4	67.9
	2007-08	Male	100.0	46.2	38.5	15.4	53.8	48.3	71.7
	2008-09	Male	100.0	70.0	20.0	10.0	30.0	51.9	77.7
	2006-07	Female	100.0	*	*	*	*	77.8	75.7
	2007-08	Female	100.0	16.7	33.3	50.0	83.3	84.6	82.3
	2008-09	Female	100.0	*	*	*	*	52.4	84.6
ALL Algebra Grades I	2006-07	All Students	99.6	27.0	44.8	28.2	73.0	80.7	76.7
	2007-08	All Students	100.0	31.3	52.0	16.7	68.7	75.6	77.8
	2008-09	All Students	96.9	29.2	37.2	33.6	70.8	75.7	79.1

2006-07	African American	100.0	28.3	47.3	24.4	71.7	74.4	58.8
2007-08	African American	100.0	31.0	51.7	17.4	69.0	69.6	61.9
2008-09	African American	97.3	29.5	39.2	31.3	70.5	71.2	64.5
2006-07	Asian/Pacific Islander	100.0	*	*	*	*	90.0	91.0
2007-08	Asian/Pacific Islander	100.0	*	*	*	*	100.0	92.1
2008-09	Asian/Pacific Islander	100.0	*	*	*	*	92.9	92.3
2006-07	Hispanic	100.0	11.1	55.6	33.3	88.9	88.2	73.6
2007-08	Hispanic	100.0	15.4	76.9	7.7	84.6	90.2	77.5
2008-09	Hispanic	80.0	12.5	25.0	62.5	87.5	89.4	78.3
2007-08	Native American/Alaskan	100.0	*	*	*	*	60.0	82.1
2008-09	Native American/Alaskan	100.0	*	*	*	*	100.0	82.9
2006-07	White	96.0	25.0	25.0	50.0	75.0	89.6	85.5
2007-08	White	100.0	45.5	40.9	13.6	54.5	86.3	85.3
2008-09	White	100.0	39.1	17.4	43.5	60.9	84.1	85.7
2007-08	Ethnic Origin Not Reported	100.0	*	*	*	*	100.0	69.4
2008-09	Ethnic Origin Not Reported	100.0	*	*	*	*	100.0	73.9

09	Reported							
2006-07	Economically Disadvantaged	99.4	31.6	44.5	23.9	68.4	73.2	67.6
2007-08	Economically Disadvantaged	100.0	29.2	55.5	15.3	70.8	71.0	69.7
2008-09	Economically Disadvantaged	97.5	27.0	38.3	34.7	73.0	71.5	72.8
2006-07	Not Economically Disadvantaged	100.0	18.1	44.6	37.3	81.9	89.7	84.6
2007-08	Not Economically Disadvantaged	100.0	36.6	42.3	21.1	63.4	82.7	85.9
2008-09	Not Economically Disadvantaged	95.0	36.8	33.3	29.8	63.2	83.9	85.9
2006-07	Economic Status Not Reported	100.0	*	*	*	*	60.0	53.8
2007-08	Economic Status Not Reported	100.0	*	*	*	*	0.0	46.1
2006-07	Students with Disabilities	100.0	56.5	40.3	3.2	43.5	52.2	45.9
2007-08	Students with Disabilities	100.0	56.9	41.2	2.0	43.1	49.8	47.8
2008-09	Students with Disabilities	100.0	60.9	34.8	4.3	39.1	48.7	50.6
2006-07	Students w/out Disabilities	99.4	16.8	46.4	36.9	83.2	88.4	81.1
2007-08	Students w/out Disabilities	100.0	25.7	54.3	20.0	74.3	81.1	82.0
2008-09	Students w/out Disabilities	96.3	22.2	37.7	40.1	77.8	82.2	83.3
2006-07	Limited English Proficiency (LEP)	100.0	0.0	66.7	33.3	100.0	85.7	55.2

	2007-08	Limited English Proficiency (LEP)	100.0	22.2	55.6	22.2	77.8	81.5	62.1
	2008-09	Limited English Proficiency (LEP)	75.0	16.7	16.7	66.7	83.3	73.7	64.6
	2006-07	Not LEP	99.6	27.7	44.3	28.1	72.3	80.6	77.0
	2007-08	Not LEP	100.0	31.6	51.8	16.5	68.4	75.5	78.1
	2008-09	Not LEP	97.6	29.6	37.7	32.8	70.4	75.7	79.4
	2006-07	NonMigrant	99.6	27.0	44.8	28.2	73.0	80.7	76.7
	2007-08	NonMigrant	100.0	31.3	52.0	16.7	68.7	75.6	77.8
	2008-09	NonMigrant	96.9	29.2	37.2	33.6	70.8	75.7	79.1
	2006-07	Male	99.1	24.8	46.7	28.6	75.2	80.6	75.2
	2007-08	Male	100.0	33.6	49.7	16.8	66.4	74.3	76.5
	2008-09	Male	96.7	34.5	31.1	34.5	65.5	72.3	77.4
	2006-07	Female	100.0	28.7	43.4	27.9	71.3	80.7	78.4
	2007-08	Female	100.0	29.0	54.3	16.7	71.0	77.0	79.2
	2008-09	Female	97.1	24.6	42.5	32.8	75.4	79.2	81.0
English II	2006-07	All Students	97.1	2.5	37.6	59.9	97.5	94.6	93.3
	2007-08	All Students	99.5	10.2	39.1	50.7	89.8	92.2	94.7

08								
2008-09	All Students	96.3	6.7	40.0	53.3	93.3	92.9	95.7
2006-07	African American	98.1	2.6	38.6	58.8	97.4	92.3	86.9
2007-08	African American	99.5	10.9	41.8	47.3	89.1	88.4	90.0
2008-09	African American	97.0	5.0	40.6	54.4	95.0	90.6	91.9
2006-07	Asian/Pacific Islander	100.0	*	*	*	*	100.0	95.3
2007-08	Asian/Pacific Islander	100.0	*	*	*	*	87.5	96.4
2008-09	Asian/Pacific Islander	100.0	*	*	*	*	90.9	97.6
2006-07	Hispanic	100.0	8.3	58.3	33.3	91.7	97.1	89.7
2007-08	Hispanic	100.0	20.0	40.0	40.0	80.0	92.1	90.5
2008-09	Hispanic	100.0	37.5	62.5	0.0	62.5	90.9	93.4
2008-09	Native American/Alaskan	100.0	*	*	*	*	100.0	95.0
2006-07	White	91.7	0.0	21.2	78.8	100.0	97.7	95.8
2007-08	White	100.0	0.0	17.6	82.4	100.0	98.2	96.6
2008-09	White	81.8	11.1	22.2	66.7	88.9	97.3	97.3
2007-08	Ethnic Origin Not Reported	100.0	*	*	*	*	100.0	89.9

2006- Economically 07 Disadvantaged	97.5	3.4	41.0	55.6	96.6	91.8	88.9
2007- Economically 08 Disadvantaged	100.0	12.0	46.0	42.0	88.0	88.5	91.4
2008- Economically 09 Disadvantaged	97.2	7.9	41.0	51.1	92.1	89.9	93.1
2006- Not Economically 07 Disadvantaged	96.6	1.2	32.9	65.9	98.8	98.2	96.7
2007- Not Economically 08 Disadvantaged	98.5	6.3	23.4	70.3	93.8	96.5	97.4
2008- Not Economically 09 Disadvantaged	93.2	2.4	36.6	61.0	97.6	97.6	98.1
2007- Economic Status 08 Not Reported	100.0	*	*	*	*	100.0	79.2
2006- Students with 07 Disabilities	96.7	6.9	69.0	24.1	93.1	78.2	70.2
2007- Students with 08 Disabilities	100.0	16.1	74.2	9.7	83.9	71.4	76.8
2008- Students with 09 Disabilities	100.0	11.8	64.7	23.5	88.2	70.3	80.6
2006- Students w/out 07 Disabilities	97.2	1.7	32.4	65.9	98.3	97.5	96.5
2007- Students w/out 08 Disabilities	99.5	9.2	33.2	57.6	90.8	96.2	97.1
2008- Students w/out 09 Disabilities	95.9	6.1	37.4	56.4	93.9	96.6	97.6
2006- Limited English 07 Proficiency (LEP)	100.0	10.0	70.0	20.0	90.0	92.9	73.2
2007- Limited English 08 Proficiency (LEP)	100.0	25.0	37.5	37.5	75.0	82.4	71.9
2008- Limited English	100.0	42.9	42.9	14.3	57.1	75.0	80.6

09 Proficiency (LEP)								
2006-07	Not LEP	97.0	2.1	35.9	62.0	97.9	94.6	93.5
2007-08	Not LEP	99.5	9.7	39.1	51.2	90.3	92.3	94.9
2008-09	Not LEP	96.1	5.2	39.9	54.9	94.8	93.1	95.9
2006-07	NonMigrant	97.1	2.5	37.6	59.9	97.5	94.6	93.3
2007-08	NonMigrant	99.5	10.2	39.1	50.7	89.8	92.2	94.7
2008-09	NonMigrant	96.3	6.7	40.0	53.3	93.3	92.9	95.7
2006-07	Male	95.6	2.8	38.0	59.3	97.2	94.3	91.0
2007-08	Male	99.1	14.0	34.6	51.4	86.0	89.2	92.7
2008-09	Male	97.2	9.6	42.3	48.1	90.4	91.2	94.3
2006-07	Female	98.9	2.1	37.2	60.6	97.9	95.0	95.7
2007-08	Female	100.0	6.5	43.5	50.0	93.5	95.3	96.7
2008-09	Female	95.0	2.6	36.8	60.5	97.4	94.7	97.2

Grades 9-12 Non-Academic Indicators



	2007	2008	2009	State Goal
Attendance Rate(%) (Grade N not included)	90.4	90.1	89.4	93.0
Cohort Dropout (%)	14.9	21.0	18.2	10.0
Graduation Rate (NCLB) (%)	66.1	57.2	63.4	90.0
Event Dropout (%)	10.0	6.1	5.3	5.0
Completion Rate (%)	-	-	-	90.0

*** Under Revision

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

1. Positive Behavior System—August 2010
2. Teaching on the alternating block—September 2010
3. Assessment—October 2010
4. Literacy—November 2010
5. Technology—December 2010
6. Data Collection/"Power of I"—January 2011

7. Teaching on the alternating block—February 2011
8. Literacy—March 2011
9. Using Vocabulary—April 2011
10. Meeting the needs of African American Students—March 2011
11. Analyzing Data—April 2011
12. Increasing student achievement—May 2011

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

Model

- Answers: 1.
2.
3.
4.
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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 implemen

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.

Jackson Central-Merry High School will continue to implement the High School Redesign Model. The funds of the High School Redesign were used to transform Jackson Central-Merry High School into a Health-Science Magnet School and to increase the rigor of the curriculum. The SIG funds will continue the creation of the Health-Science Magnet School, increase the rigor of the curriculum (AP courses and additional credits for graduation), and improve student literacy. Funds will also be used to implement programs to improve AYP (writing program, tutoring etc.)

Quarterly Milestones

2010-2011

August 2010—Common Assessments started and data analyzed

August 2010—Additional AP courses added

October 2010—Interventions in place and documentation

January 2011—Literacy program in place and documentation

January 2011—Furniture purchased for Health-Science Classes

April 2011—AVID in place and monitored

July 2011—Math/Science Camps completed for the year.

2011-2012

August 2011—Writing a part of the curriculum and writing program being
used across the curriculum

August 2011—Additional AP courses added

October 2011—Positive Behavior System in place and documentation of progress

January 2012—Literacy Professional Development continues and program documented.

May 2012—Common assessment data is analyzed

June 2012—Nurse Camps completed for the year

2012-2013

July 2012—Math/Science Camps are completed

August 2012—Curriculum of the Health Science Program expanded

August 2012—Additional AP courses added

January 2013—Additional improvements to the Health-Science Building

May 2013—Final plans for the Health-Science Program after the grant are completed.

Time Line

2010-2011

1. Students attending clinical—August 2010
2. Furniture for Health-Science building ordered—August 2010
3. Writing assessment given—August 2010
4. AVID in progress—August 2010
5. Open house—September 2010
6. Positive behavior system training—September 2010
7. E4TN—September 2010
8. Equipment ordered for new science lab—September 2010
9. Pre assessment on literacy---September 2010
10. Smart boards will be installed-- October 2010
11. Committee for summer Math/Science camp formed—October 2010
12. First semester common assessments—Fall 2010
13. Middle School visits—October-November 2010
14. Calculators purchased and delivered---November 2010
15. New Science lab completed---January 2011

16. Furniture for Health-Science Building in classroom—January 2011
17. Writing assessment given—January 2011
18. Brochure ready for Nurse camp 2011—February 2011
19. Order equipment and supplies for Health-Science labs for 2011-2012 school year—February 2011
20. Registration for school year 2011-2012—February 2011
21. Final preparations for summer Math/Science camp—March 2011
22. Post assessment on literacy---April 2011
23. Second semester common assessments administered—May 2011
24. Registration for nurse camp—May 2011
25. Nurse Camps—June 2011
26. Math/Science Camp—July 2011

2011-2012

1. Students attending clinical—August 2011
2. Writing assessment given—August 2011
3. AVID in progress—August 2011
4. Open house—September 2011
5. Positive behavior system—September 2011
6. Student response system ordered—September 2011
7. Pre-assessment on literacy—September 2011
8. Student response system received—October 2011
9. Order teacher computers—October 2011
10. Committee meets regarding Math/Science camp—October 2011
11. Visit Middle Schools—October-November 2011
12. Teacher computers arrived and installed November 2011
13. First semester common assessment completed—December 2011
14. Order additional furniture—January 2012
15. Order equipment for Health-Science Labs—January 2012
16. Writing assessment—January 2012
17. Registration for school year 2012-2013—February 2012
18. Brochure ready for Nurse Camp 2012—February 2012
19. Final preparations for summer Math/Science Camp—March 2012
20. Furniture arrives—March 2012
21. Post assessment on literacy—April 2012
22. Registration for Nurse Camp—May 2012
23. Nurse Camp—June 2012
24. Math/Science Camp—July 2012

2012-2013

1. Students attending clinical—August 2012
2. Order manipulative for math/science classes—August 2012
3. Writing assessment given—August 2012
4. Positive behavior system training—August 2012
5. Open house—September 2012
6. Pre-assessment of literacy—September 2012
7. E4TN--September 2012
8. Order computers and educational software—September-October 2012
9. Committee meets regarding summer Math/Science Camp—October 2012
10. Visit Middle Schools—October-November 2012
11. Computers and educational software arrive—November 2012
12. First semester common assessments given—December 2012
13. Writing assessment—January 2013
14. Registration for school year 2013-2014
15. Brochure ready for Nurse Camp 2013—February 2013
16. Final preparations for summer Math/Science Camp—March 2013
17. Post assessment of literacy—April 2013
18. Registration for Nurse Camp—May 2013
19. Nurse Camp—June 2013
20. Math/Science Camp—July 2013

ARRA Fraud Notice

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

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

Name of School: Liberty Technology Magnet High School

Principal Name for SY10-11: Dr. June Murry

(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):

2008-2009 Data for Liberty Technology Magnet High School

	English II	Algebra I
All Students %P/A	96%	75%
N Count	235	336
White	100%	81%
N Count	106	120
Hispanic	0%	ND
N Count	5	5
Black	93%	71%
N Count	123	211
Native American	ND%	ND%
N Count	ND	ND
Asian/ Pacific Islander	ND%	ND%
N Count	ND	ND
Economically Disadvantaged	94%	73%
N Count	136	220
Students with Disabilities	79%	68%
N Count	24	53
Limited English Proficiency	ND%	ND%
N Count	ND	ND

State Writing Assessment 2008-2009: 3.97

Graduation rate 2008-2009: 92.1

Attendance Rate 2008 92.7
2009 92.8

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

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

After further desegregation of the available data and more in depth research, the first year of the Professional Development plan has been completely revised to better meet the goals of Liberty's TSIP and the needs of the student population.

Liberty's Three Year Professional Development Plan will center around the areas of need identified on the SIP and the following Key Practices that define the framework of HSTW:

- High Expectations: Motivate more students to meet higher standards by integrating high expectations into classroom practices and providing frequent feedback.
- Program of Study: Require each student to complete an upgraded academic core and a concentration.
- Academic Studies: Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.
- Career/Technical Studies: Provide students with challenging career/technical studies that emphasize the higher-level academic and problem solving skills needed in the workplace and in further education.
- Teachers working together: Provide cross-disciplinary teams of teachers time and support to work together to help students succeed in challenging academic and career/tech studies.
- Students actively engaged: Engage students in academic and career/ technical classrooms in rigorous and challenging proficient level assignments using research-based instructional strategies and technology.
- Guidance: Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures graduation and readiness for post secondary endeavors.

- Extra Help: Provide a structured system of extra help to assist students in completing accelerated programs of study with high level academic and technical content.
- Culture of continued improvement: Use data continually to improve school culture, organization, management, curriculum and instruction to advance student learning.

In addition PD will be centered on shifting the management structure of the school by building enhanced professionalism of teachers. Teachers will play a more active role in providing advice and guidance to students on issues related to their education, working in partnership with parents, support staff and other professionals, and contributing towards good order and the wider needs of the school. Teachers will also actively develop a more rigorous curriculum in their subject areas. Enhanced professionalism will be reflected in the implementation of assessment procedures that enable student progress to be evaluated and reported to all stakeholders and assist in evaluating the quality of teaching and learning. Teacher involvement in continuing professional development, based on self evaluation, and professional dialogue in Planned Learning Communities will also enhance teacher professionalism.

2010-2011

August 2010- Liberty's faculty will be informed about the rationale behind and selection process for Southern Regional Education Board (SREB) and their High Schools That Work (HSTW) framework for school improvement.

September 2010- Liberty's faculty will be given an overview of the frame work of SREB's HSTW initiatives and be asked to participate in an assessment of which HSTW initiatives they feel will be most beneficial in improving teaching and learning. The graduation consultant/on site facilitator will provide training on a school initiative to track students who have missing assignments so that all teachers, coaches, and other support staff can help facilitate those students staying on track in all classes. The graduation consultant/on-site grant facilitator will provide all faculty members training on using data for identifying and reporting at-risk students in terms of not graduating or not graduating on time. In addition, the graduation consultant/on-site grant facilitator will use input from the faculty survey to direct future professional development.

October 2010- A team of teachers, an administrator, Data Consulting Teacher, Graduation Consultant/ On-site grant facilitator will attend a workshop on implementing effective advisor-advisee programs. This program will help improve guidance and higher accountability for students. All English teachers will receive training provided by Criterion on the effective use of Criterion for improving student writing scores.

November 2010- The Graduation Consultant/On-site grant facilitator will develop a school wide advisor/advisee program and provide training to all faculty members regarding what their

responsibilities will be as an advisor to their advisees. In addition teachers will be trained on how to use data to identify students early in their high school career who are at risk of not meeting the state's challenging academic standards. The goals for changing the culture and climate to one of higher trust and accountability between teachers and students will be communicated. Teachers will be asked to share ideas on how to further foster, communicate and build this culture and climate. Teachers will be asked to assess the information and training that was provided and offer feedback on the advisor/advisee program. The Instructional Coach will provide professional development in actively engaging students and providing frequent feedback on student performance. Professional development will be provided for faculty on working effectively with parents and the community to address school and/or student needs within the framework of Liberty's Title I parent-teacher compact and family engagement plan.

December 2010- The graduation consultant/on-site grant facilitator will provide further professional development concerning the advisor/advisee program and address any concerns or suggestions that were generated in the November PD session. The Instructional Coach will provide PD on the development of proficient-level assignments using research-based instructional strategies. Teachers will be asked to assess the first semester's professional development and provide feedback on what areas they feel additional PD is most needed in.

January 2011- The graduation consultant/on-site grant facilitator will conduct a parent workshop on filling out the FAFSA. The graduation consultant/on-site grant facilitator will then work one on one with families and students to ensure that all students who qualify for financial aid will receive it. The graduation consultant/on-site grant facilitator will provide PD on the use of the Senior Post Secondary Plans Interview Form to help identify seniors who need to further improve ACT scores in order to make Scholarship and/or College admissions benchmarks. PD will also include strategies that advisors can share with students of all grades for improving ACT scores. Upper level math teachers will receive training provided by Texas Instruments on the most effective use of the Navigator with NsPire calculators to differentiate instruction and better assess student achievement.

February 2011- Teachers will be asked to work in focus groups to determine what strategies associated with HSTW are most beneficial in specific subject areas. Focus groups will be asked to devise methods to increase cross curricular cooperation in implementing additional strategies in all subject areas that will positively affect student achievement. Whole group discussion will center around the findings and suggestions of the focus groups. The graduation consultant/on-site grant facilitator will provide PD on holding students to higher standard in regards to student work in the classroom.

April 2011- Teachers will be informed of the information and suggestions garnered from a consortium of members from the postsecondary educational community in regards to increasing student preparedness for postsecondary education. PD will be given by the graduation consultant/on-site grant facilitator on strategies and practices from within HSTW's framework

that address identified areas of need. In addition, PD will be provided on structuring assessments that better prepare students for the ACT.

May 2011- The PD initiatives will be recapped and faculty will have the opportunity to share best practices from the 2010-2011 school year. Teachers will be given the opportunity to give feedback on what PD they feel will be the most beneficial to them in further implementing HSTW's initiatives. All teachers will attend a two day workshop provided by Greg Benthall on whole brain learning.

In addition to these full days of PD there will be further PD provided by the graduation consultant/on-site grant facilitator via Professional Learning Communities that will be given time to meet monthly. This PD will be for the purpose of embedding strategies provided by the HSTW on-site coaches and to increase the use of technology in the classroom based on areas of need as identified by the faculty.

Individualized PD will also occur as a result of teacher observations and feedback from the administrative leadership and the on-site coaches provided by HSTW.

Evaluation and Modification of Professional Development Activities:

The 2011-12 and 2012-2013 PD Plan has been provided but is subject to revision. All PD sessions will be evaluated by the faculty and the over all effectiveness of the reform model will be assessed by an outside evaluator chosen by the LEA. PD will be based on this internal and external assessment and relevant student data as Liberty identifies continued areas of need.

2011-2012

August 2011- The graduation consultant/on-site grant facilitator will use data and information gathered from the 2010-2011 school year to determine what sessions at HSTW summer institute will best meet Liberty's needs. Faculty members who attended the summer institute will provide PD for the entire faculty based on information garnered from attending HSTW's summer institute.

December 2011- PD will be provided to address continued areas of need regarding improvement of literacy and use of technology to improve instruction.

January 2012- Small group PD will be provided to all faculty members based on areas of need as identified from teacher observations by the administrative leadership team.

May 2012- PD will be provided by SREB, for embedding strategies and classroom management practices that will better prepare students for the workforce. This PD will be based on the information and suggestions produced by Liberty's summit on student workforce readiness. This summit composed of area business and industrial leaders will identify areas of need in regards to

preparing students for postsecondary careers.

In addition to these full days of PD there will be further PD provided by the graduation consultant/on-site grant facilitator via Planned Learning Communities that will be given time to meet monthly. This PD will be for the purpose of embedding strategies provided by HSTW based on areas of need as identified by the faculty and student data.

Individualized PD will also occur as a result of teacher observations and feedback from the administrative leadership and the on-site coach provided by HSTW.

2012-2013:

August 2012- The graduation consultant/on-site grant facilitator will use data and information gathered from the 2011-2012 school year to determine what sessions at HSTW summer institute will best meet Liberty's needs. Faculty members who attend the summer institute will provide PD for the entire faculty based on information garnered from attending HSTW's summer institute.

December 2012- Small group PD will be provided to all faculty members based on areas of need as identified from teacher observations by the administrative leadership team.

January 2013- Faculty led PD will be provided in order to share best practices and most effective strategies in all academic and CTE areas. Faculty will break into focus groups to brainstorm on ways to adapt the identified best practices and strategies to all subject areas. The graduation consultant/ on-site grant facilitator will use suggestions to provide further PD via Professional Learning Communities and Department meetings.

May 2013- Teachers will share successes and use their increased cache of instructional practices and strategies to provide input on what further steps need to be taken to continue increased student achievement and postsecondary success.

In addition to these full days of PD there will be further PD provided by the graduation consultant/ on-site grant facilitator via Professional Learning Communities that will be given time to meet monthly. This PD will be for the purpose of implanting strategies provided by HSTW based on areas of need as identified by the faculty and student data.

Individualized PD will also occur as a result of teacher observations and feedback from the administrative leadership and the on site coach provided by HSTW.

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

Model

- Answers: 1.
2.
3.
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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: **Southern Regional Education Board (High Schools That Work)**

Rationale: Process and rationale for selection of WSRM:

Liberty’s leadership team, **composed of administration, instructional coach, faculty representatives, community advisory board, and parent volunteers,** had a very clear objective in choosing **Southern Regional Education Board’s (SREB) High Schools That Work (HSTW) model.** Liberty’s mission is to graduate students who are college prepared, workforce ready, or military bound. Liberty was searching for a WSRM that would make the most significant impact on our students, teachers, families and community. The leadership team at Liberty believed that this could best be accomplished by choosing a WSRM that has clear objectives and clearly defines the relevance of high school course work. Liberty wants to focus on producing students who can be successful in postsecondary endeavors; **thus we selected HSTW based on their focus on increased rigor and relevance of instruction. HSTW also most closely met the following criteria that were used in the selection process.**

- A proven track record of success in settings and demographics comparable to Liberty
- The most closely aligned with our mission statement: college prepared, job ready,

military bound

- Streamlines and intensifies data driven initiatives already in place that are showing positive results
- Addresses our identified areas of need included on SIP
- Increases capacity and provides effective teaching strategies applicable to all content areas
- Provides teachers with effective tools for addressing all learning styles
- Promotes higher graduation rate
- Promotes literacy and writing across the curriculum
- Has the framework and practices to capitalize on Liberty being a technology magnet school
- Can be initiated with the current facility and technology resources available
- Emphasizes increased rigor and student accountability for learning
- Focuses on embedding life-long learning skills that will benefit students beyond high school
- Provides enough flexibility to be tailored to meet the needs of our unique teachers, families and students
- Has the capability to assess our current use of technology and provide professional development to increase capacity of technology resources
- Has the best cost to benefit ratio for our teachers, families, students and business and academic community

We used the following process to chose SREB:

- School leadership used the **State Approved Vendor List** to research the goals, objectives, and services of the WSRM providers.
- The leadership team chose the three that most closely met the criteria that were identified.
- Representatives from the three chosen WSRMs were contacted and asked to outline the services they provide and the cost associated with those services .
- A rubric was formulated that allowed the school leadership team, **composed of**

administration, Instructional Coach, faculty representatives, a community advisory board, and parent volunteers, to score the three WSRMs.

- SREB had the highest average score from the rubric.

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.

HSTW will be asked to provide introduction and training for the entire faculty on the practices and goals of the model. Liberty's administrative team will monitor teacher implementation of the Model and compile and disaggregate student achievement data to evaluate areas of continued need and focus.

The following are projected milestones for implementation and evaluation of the model:

September 2010:

Liberty will have chosen and contracted with a WSRM. In addition, the administrative team at Liberty will have a graduation consultant/on-site grant facilitator in place.

January 2011:

Inservice training will have been provided on HSTW's framework and the research based best practices associated with the model. An effective advisor/advisee program will have been implemented. Liberty's faculty will have assessed professional development and offered suggestions for additional areas of need. The graduation consultant/on-site grant facilitator will have developed a Senior Post Secondary Plans Interview Form and provided training to teacher advisors on what information is needed. Professional Learning Communities will have meet monthly to discuss how to implement HSTW initiatives across the curriculum.

March 2011:

Training will have been provided on changing the culture of the school to reflect higher student expectations and holding students accountable for higher expectations for student work. Teachers will give feedback and suggestions on the practices of the model in their classrooms. Professional Learning Communities will be in place for the purpose of devising strategies for implementation of the practices of the model in all content areas. Representatives from area universities and technical schools will have been invited to join a consortium for identifying methods for better preparing students for postsecondary education.

May 2011:

Information and suggestions from the postsecondary consortium will have been used to help determine professional development foci for 2011-2012. In addition an outside source will be asked to assess the impact of HSTW and identify areas of gain and areas of continued need. Teachers will have been identified to receive additional training at HSTW' summer institute. An internal evaluation consisting of formative and summative assessments will be conducted. Results of the assessments will be shared with all stakeholders.

September 2011:

A team of teachers will have received training over the summer based on the May assessment of continued areas of need as identified by the postsecondary consortium and the findings of the outside and internal assessments of continued need. This on-site team, led by the graduation consultant/ on-site grant facilitator will have developed and shared professional development with the entire faculty. Surveys will be given to teachers to ascertain what technology training is needed for Liberty's faculty. An informational workshop will have been provided for all family and community stakeholders to inform them of Liberty's initiatives under HSTW.

January 2012:

Teacher observation checklists will have been updated by the administrative team to reflect teacher use of technology and practices associated with HSTW initiatives and teachers will have been given feedback based on findings from teacher observations. Individualized PD plans will have been formulated for all teachers based on identified areas of needed improvement from observation results.

March 2012:

Information from the teacher technology use surveys will have been used to provide further professional development for the identified areas of need. An invitation will have been extended to area business and industrial leaders to participate in a Liberty Technology summit on student workforce readiness.

May 2012:

All data from the summit on student workforce readiness will have been disaggregated and strategies developed to address areas of concern from the business and industrial communities. An outside source will be asked to assess the impact of HSTW and identify areas of gain and areas of continued need. Teachers will have been identified to receive additional training at HSTW' summer institute. An internal evaluation consisting of formative and summative assessments including ACT scores, State Writing Assessment scores, EOC scores, and CTE

competencies will have been disaggregated so that areas of gain and need can be identified. Based on the findings of these sources, Liberty's administrative team will have identified areas of focus for continued school improvement. In addition, results of the assessment will be shared with all stakeholders. An external assessment of the effectiveness of the HSTW framework will have been conducted and results shared with all stakeholders.

September 2012:

A team of teachers will have received training over the summer based on the May assessment of continued areas of need. This on-site team, led by the graduation consultant/on-site grant facilitator, will have developed and shared professional development with the entire faculty. The graduation consultant/on-site grant facilitator will have taken information garnered from the student workforce readiness summit and formulated professional development within the framework of the model to provide teacher strategies for embedding workforce skills in their instruction and classroom management.

January 2013:

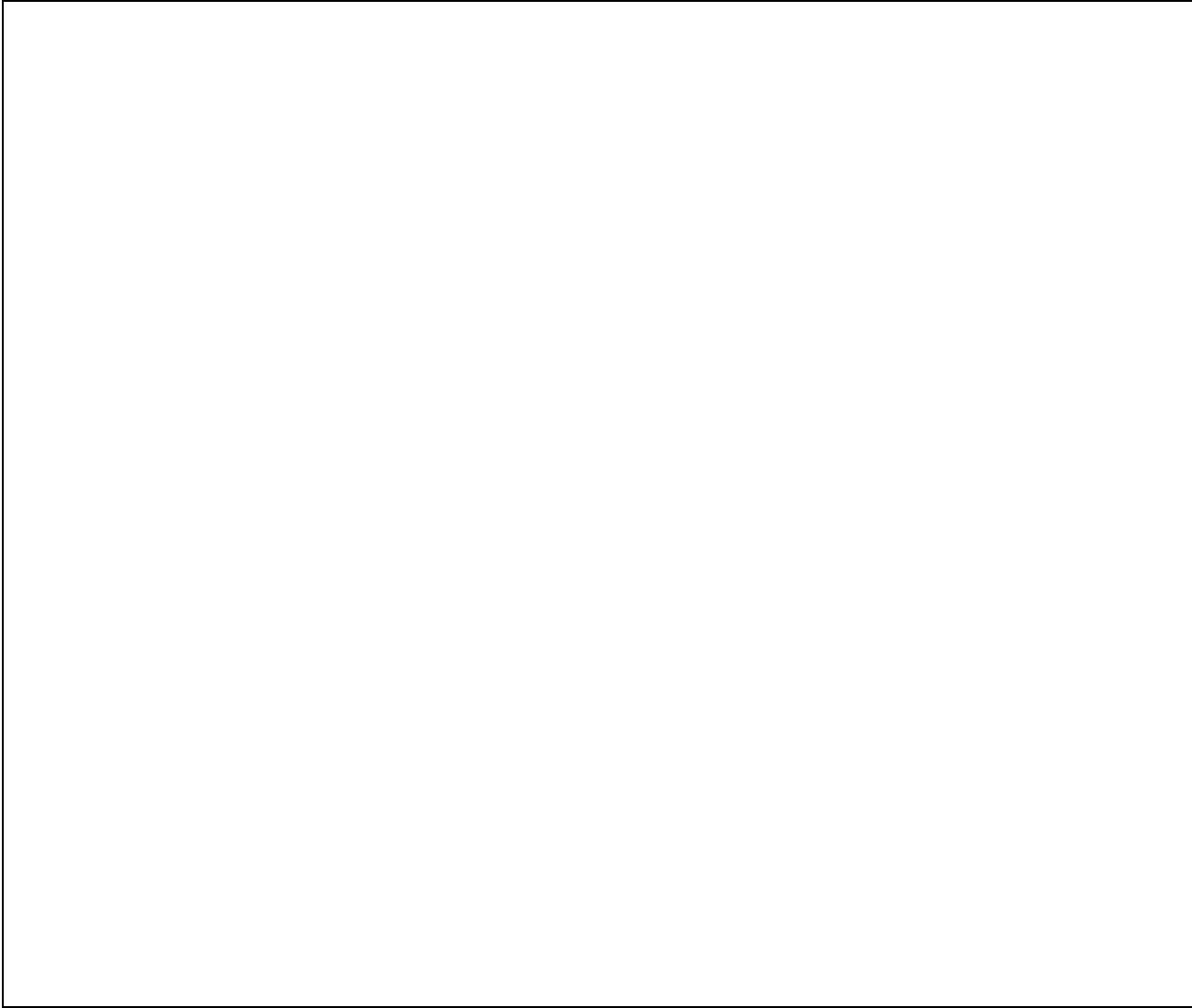
Teachers will have been observed by the administrative team using embedded workforce readiness strategies in their classroom settings. Teachers will have been given feedback based on findings from teacher observations. Individualized PD plans will have been formulated for all teachers based on identified areas of needed improvement from observation results.

March 2013:

An on site team representing all stakeholders will have been formed to provide feedback concerning the effectiveness of the initiatives implemented under HSTW. Student achievement data from a variety of sources including ACT scores, State Writing Assessment scores, EOC scores, and CTE competencies will have been disaggregated so that areas of gain and need can be identified. Based on the findings of these sources, Liberty's administrative team will have identified areas of focus for continued school improvement.

May 2013:

An outside source will be asked to assess the impact of HSTW and identify areas of gain and areas of continued need. Teachers will have been identified to receive additional training at HSTW's summer institute. An internal evaluation consisting of formative and summative assessments will have been disaggregated so that areas of gain and need can be identified. Results of the assessments will be shared with all stakeholders.



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.