

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

<b>TABLE OF CONTENTS</b>		
	LEA Application	L-1
	<b>A. Assurances</b>	L-1
	<b>I. General Information</b>	L-4
	A. Overview	L-4
	B. Funding Priority and Schools to be Served	L-6
	C. Funding	L-7
	D. Timeline and Milestones	L-7
	E. Reporting and Evaluation Requirements	L-8
	F. Application, Application Review and Grant Award	L-8
	<b>II. SIG Schools</b>	L-10
	A. Schools to be Served	L-10
	B. Tier I or III Schools Eligible to be in the State ASD	L-10
	C. Tier III Schools to be Served	L-11
	D. Schools that the LEA will not Serve	L-11
	<b>III. LEA Annual Student Achievement Goals</b>	L-12
	<b>IV. LEA Descriptive Information</b>	L-13
	<b>V. LEA Capacity</b>	L-14
	<b>VI. Budget</b>	L-17
	<b>VII. School Level Descriptive Information</b>	L-19
Appendix A	Tier I, II and III Schools (Determined in 2009-2010)	
Appendix B	Title I School Improvement Grant Rubric 2010-2013	
Appendix C	Tennessee School Improvement Planning Process (TSIPP) Component 4	
Appendix D	What is a Good School (WAGS)? Appraisal Guide & Rubric	
Appendix E	School Improvement Grant (SIG) Final Requirements	
Appendix F	Tennessee Pyramid of Intervention/Model Questions	
Appendix G	Framework for Tennessee Comprehensive Systemwide Planning Process (TCSPP) Component 5	
Appendix H	TCSPP 2008 Rating Sheet	
Appendix I	Tennessee School Improvement Planning Process(TSIPP) SIP Planning Rubric	
Appendix J	External Providers Form	
Appendix K	Budget Spreadsheet	

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**May 1, 2010-- September 30, 2013**

<b>SCHOOL YEAR <u>2010-2013</u></b>		
<b>Name of School District:</b> Sequatchie County		
<b>Address:</b> P.O. Box 488 878 Cordell Drive	<b>City, State and Zip Code:</b>  Dunlap, TN 37327	
<b>Area Code/Telephone Number:</b> 423-949-3617	<b>Area Code/Fax Number:</b> 423-949-5257	
<b>District Grant Contact Person</b> Rhonda Harmon	<b>Title:</b> Federal Programs Director	
<b>Address:</b> P.O. Box 488 878 Cordell Drive	<b>City, State and Zip Code:</b> Dunlap, TN 37327	
<b>Telephone No.:</b> 423-949-3617	<b>Fax No.:</b> 423-949-5257	<b>E-Mail:</b> harmonr@k12tn.net
<b>A. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.</b>		
<p>The LEA must assure that it will—</p> <ol style="list-style-type: none"> <li>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;</li> <li>2) Modify its practices and policies as necessary to enable its schools to implement the interventions fully and effectively;</li> <li>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;</li> <li>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;</li> <li>5) Report to the SDE the school-level data required under section III of the final requirements;</li> <li>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;</li> <li>7) The lower-tier certification covering lobbying and debarment/suspension under 34 CFR Parts 82 and 85;</li> <li>8) Participation in evaluation studies conducted by the U.S. Department of Education, the Tennessee Department of Education, and the local school district;</li> <li>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.</li> </ol>		

<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><b>Print Name of Director of Schools (or designee):</b> <b>Johnny G. Cordell</b></p>	<p><b>Signature of Director of Schools (or designee):</b></p>	<p><b>Date</b> <b>5/27/10</b></p>
<p><b>Print Name of Board Chair:</b> <b>Charles Rollins</b></p>	<p><b>Signature of Board Chair</b></p>	<p><b>Date</b> <b>5/27/10</b></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><b>Name of School District:</b> <b>Sequatchie County</b></p>		
<p><b>Title I Director's Name:</b> <b>Rhonda Harmon</b></p>	<p><b>Title I Director's Signature:</b></p>	<p><b>Date</b> <b>5/27/10</b></p>
<p><b>NCLB Field Service Consultant's Name:</b> <b>Jim Greeson</b></p>	<p><b>NCLB Field Service Consultant's Signature:</b></p>	<p><b>Date</b></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.)

<b>School Name: Sequatchie County Middle School (Tier III)</b>		
<b>Exemplary Educator/AGE Name:</b> Mike Jordon	<b>Exemplary Educator/AGE Signature:</b>	<b>Date</b>
<b>STAT Name:</b>	<b>STAT's Signature:</b>	<b>Date</b>

<b>School Name: Sequatchie County High School (Tier III)</b>		
<b>Exemplary Educator/AGE Name:</b> Mike Jordon	<b>Exemplary Educator/AGE Signature:</b>	<b>Date</b>
<b>STAT Name:</b>	<b>STAT's Signature:</b>	<b>Date</b>

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

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

### 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 <sup>1</sup>
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](mailto: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  
5<sup>th</sup> floor – Andrew Johnson Tower  
710 James Robertson Pkwy  
Nashville, TN 37243-0379

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

**2) Criteria and Scoring System**

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

**3) Determination of Award Amounts**

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

**4) Award Notification**

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

## II. SIG Schools

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Sequatchie Co. Middle	470375001546			X				
Sequatchie Co. High	470375001544			X				

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

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

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

SCHOOL NAME	NCES ID #	TIER I	TIER III	ASD	EXEMPTION REQUEST

**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

**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

### III. LEA Annual Student Achievement Goals

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

#### IV. LEA Descriptive Information

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

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

N/A (Tier III schools)

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

Sequatchie County High School will use Discovery Education Assessments “*Think Link*” for English I & II and Algebra I & II end of course classes. Discovery Education Assessments: Predictive Benchmark is aligned to TNs curriculum and has been proven to predict performance levels of students allowing teachers to differentiate instruction. The Predictive Benchmark has tools that teachers will use to measure student progress and improve student achievement across all levels of learning. Built from Vanderbilt University assessment research, Discovery Education Assessment quickly and accurately measure knowledge and identifies weaknesses so teachers can keep students from falling between the cracks. After the assessments, teachers will use the data with the Progress Zone. The Progress Zone allows teachers to create, share, and administer custom diagnostic probes using a bank of assessment items. The students will use this web-based program that offers standards-aligned video clips that targets remediation. The program monitors what students are learning, identifies concepts that may need additional attention, and provides digital media which help teachers improve student understanding through the power of visual learning. *A mobile cart with student laptop computers will be purchased with SIG money to assist in testing and. will benefit by allowing students to work on the individual probes to strengthen academic skills.*

Sequatchie County Middle School will offer Pearson’s Successmaker (reading and math) in a lab setting. Successmaker embedded assessment finds each student’s starting point in the curriculum. Students are then engaged in the content areas where skills need to be strengthened. The teacher will have detailed reports to identify strengths and weaknesses, track progress, and meet accountability requirements. The teacher will ensure that students are working on skills that enable students to be successful. *Benchmarks and Interventions are provided that will monitor each student’s progress toward achievement goals. Teachers have the ability to check daily progress reports from the intuitive dashboard view of the management system. The program provides reports so teachers can analyze student data, forecast performance, and put a plan in motion to meet Tennessee’s new curriculum standards because Successmaker is aligned with the new Tennessee standards. It is also aligned and recommended from expert panels including the National Council of Teachers of Mathematics and the National Reading Panel. The program delivers a timely intervention with teacher alerts when possible areas arise. Then multiple*

*levels of scaffolded support is provided including reiterating instruction, clarification or providing an explanation of the objective, and revealing the correct answers with explanations where necessary.*

Professional development provided will assist teachers in being more effective with intervention strategies.

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

Each external provider's product or service has been determined to be the possible best match for our 2 schools by the District Support Team. The products have been tested and are researched based. Discovery Education Assessments are used with great success in our other 2 schools. The high school teachers have not had as much experience with test data as our other schools. The professional development provided from Discovery Education will strengthen these skills and will help close this gap. Edvantia provides professional development and technical assistance. The TN Exemplary Educators Program is operated by Edvantia and has been recommended by many other school systems. Using the same provider for both schools will synchronize the training for middle school and high school teachers. Pearson's Successmaker is correlated to TN standards. Pearson is a company with strong researched-based background. Students will experience questions in the same format and strategies as Terra Nova questions.

- 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.

- *Sequatchie County Schools is currently in the process of updating the district's TCSPP to reflect the most current assessment scores and to coordinate the TCSPP and TSIP.*
- *Federal resources will be used to support and coordinate with SIG activities:*
- *Title I ARRA money will be used to employment of a Reading Intervention Teacher to assist selected *nonproficient* 9<sup>th</sup> grade students in literacy (SCHS). The teacher and principal will identify students from 8<sup>th</sup> grade TCAP results. The class will be gender specific and will have a lower (15:1) pupil/ teacher ratio. The teacher will use a variety of techniques such as "hands on instruction", to ensure each student receives individualized instruction to reach on grade level reading skills. Title I and Curriculum/Instruction district-level personnel will provide technical assistance with program implementation.*
- *Title I Schoolwide money will purchase a mobile computer lab to be used with Discovery Education "ThinkLink" Assessments and intervention activities (SCHS and SCMS). These assessments measure and improve student achievement and predict performance assessment tools you need to quickly and accurately measure knowledge, identify weaknesses, remediate with engaging Discovery Education streaming video content, and predict student performance with 80-90% accuracy. These assessments will be given*

*3 times each year. One person at each school will be in charge of ordering and scheduling the tests. Each teacher will receive individualized scores and grade levels or departments will meet to discuss results and ways to improve student performance. on Tennessee's high-stakes exam. Built from Vanderbilt University assessment research, Discovery Education Assessment is the one solution that truly contains the*

- RTTT funds will provide professional development activities “Art and Science of Teaching” using Marzano techniques (SCMS and SCHS teachers) for 4 years .The participants will be introduced to Three Critical Commitments of the program: 1. A system of individual student feedback on learning goals at the classroom, school, and district levels, 2. Ensuring effective teaching in every classroom, and 3. Building background knowledge for all students (academic and basic vocabulary). A guest speaker will kick off the school year with 2 days training for administrators and 2 days training for teachers. Visits will be made throughout the school year to so the trainer can visit teachers in the classrooms. Additional whole group training days will be held throughout the school year.
- SPED- provide software for SCMS for inclusion classrooms to help struggling students make yearly gains.
- Title I Schoolwide Reading and Math lab teachers (SCMS): *The students attend these labs for remedial and enrichment activities. The math labs used Accelerated Math, which individualizes each student's benchmarks. The reading lab is an intervention lab designed to assist struggling readers.*
- Title II,A- employ Literacy Coach to help struggling teachers with literacy teaching skills (SCHS and SCMS). *The Coach demonstrates techniques for teachers with not making APY, teachers who feel they need additional assistance, and teachers the principals have identified with specific needs. The Coach also provides professional development activities (ie how to incorporate reading skills into all curriculums, help for struggling readers, motivating students, understanding data, using rubrics) for faculty.*
- Title VI- purchase computers, Interactive dual boards, projectors, and digital visualizer for labs and classrooms (SCMS and SCHS). *These items will be used to increase the effectiveness of the teacher's instruction.*
- 21<sup>st</sup> Century Community Learning Centers (CCLC) afterschool and summer program (SCMS). *At-Risk students are encouraged to attend these academic remedial and enrichments programs. Individualization is given to each student. Homework help and tutoring is available to help with intervention.*
- Local//State- employ Freshman Facilitator to help 9<sup>th</sup> grade students succeed in high school (focusing on at-risk students) (SCHS). *The Freshman Facilitator uses a variety of data (TCAP scores, office referrals, attendance, student progress reports, teacher and parent referrals) to determine students that are at-risk. These students are tracked throughout the year(s) to assure student success.*
- Local- provides funds for Camp Motivation (a summer “boot-camp” for at-

risk 14-17 year olds) (SCMS and SCHS). *This juvenile court ordered intervention is organized by the TN National Guard. It is held at the school campus and students are taught discipline techniques, anger management, and coping skills as well as academics.*

- State- Extended Contracts, Credit Recovery, Intervention activities (SCHS and SCMS)

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.

A School Improvement Grant Coordinator will be contracted by the Sequatchie County Board of Education. *Larry Lockhart, a retired Federal Programs Director, will work with the district team and both the Sequatchie County Middle School and Sequatchie County High School. He will be responsible for addressing any policy or procedural barriers that are realized during the implementation of the SIG. The district team has reviewed (5/24/10) the LEA board policies, procedures/practices and current school handbooks to ensure there are no barriers to hinder the success of the School Improvement Grant. No modifications were found to be needed. Sequatchie County is committed to effective implementation of initiatives proposed in this grant application.*

e) Describe actions the LEA will take or has taken to demonstrate how the reform changes will be sustained after the funding period ends.

- Identify resources, including but not limited to federal, state, and local education funding.
- Describe the level and amount of technical assistance and professional development to schools and staff in each year of the grant funding.
- Detail any Board-adopted policies and practices pertinent to recruiting and retaining effective teachers and leaders in persistently lowest-achieving schools.

*Because it is critical for Sequatchie County High School and Sequatchie County Middle School to be able to sustain interventions after the grant cycle has ended, Sequatchie County Schools will coordinate various resources in support of these efforts. Sequatchie County High School and Sequatchie County Middle School has the commitment of the Sequatchie County Board of Education to ensure that all students have the best education available and that each student receives an educational experience that targets his/her individual needs. This commitment results in pledging ongoing support through both fiscal and other resources to the Sequatchie County High School and Sequatchie County Middle School's School Improvement efforts. The majority of the costs associated with the improvement plans are self-sustaining. The professional development expenditures will not need to be repeated since the skills learned will become part of the participating teachers'*

*repertoire. Central Office personnel strive to assist the schools in every possible way to help each student become the best learner possible. Annual professional development activities focus on the needs of the faculty and staff. Data is examined to determine what particular needs are addressed. Teachers have input at the school level to determine what topics are focused on. Professional development activities will be provided by Edvantia. It is a customized, researched-based solution. QUILT (Questioning and Understanding to Improve Learning and Thinking) strategies will be introduced to the faculty. The initial professional development day in the Fall of 2010 will be presented as a “whole group”. The second day will be presented in small groups (grade or team meetings). These dates will be scheduled by the individual schools in the Fall of 2010. The rest of the year will be mentoring and observations. Walk through evaluations by supervisors will monitor the use of these techniques by teachers. Additional sessions will be scheduled for 2011- 12 and 2012-13 school years. The professional development will be high-quality, ongoing, job-embedded that is designed to ensure that teachers have the capacity to successfully implement reform strategies.*

*Only a limited amount of additional technology equipment will need to be purchased, and technology equipment will then not need to be purchased again but will be replaced as needed in the future through the coordinated efforts of the school, the district, Title I, A, Title II-D, and Title VI programs. Technology support staff will assist with maintenance of hardware and software. Programs which require annual renewal license fees (such as course content fees) will be sustained after the grant cycle through district and Title I funds if determined to be successful in helping to meet TCSPP, TSIP, and AYP goals. State funding of extended contract personnel and 21<sup>st</sup> Century Community Learning Centers will provide teachers for after-school and Saturday School tutoring. District-level administrators will continue to provide technical assistance to program personnel after the grant cycle ends. To assist with recruitment and retention of effective teachers, new personnel in the Sequatchie County School System are required to participate in a new-teacher training program for the first year of employment. This new-teacher training program will ensure that any new personnel have the opportunity for professional development in which existing teachers are already trained. This training also provides an opportunity for new teachers to receive additional support to help ensure their success. Each new teacher is paired with a mentor to help the employee transition into the new position. Walk-through visits by school administrators (with feedback provided to teachers) will allow an opportunity for determining continuation of strategies learned in professional development sessions provided as part of the grant project. Other sustainability measures will include tracking through the advisor-advisee program, team development and continued professional development on assessment/analysis, and establishment of common assessments. Because we are a rural system it is difficult to attract high-quality staff especially in certain subjects. Sequatchie County Schools actively market its strengths (such as working conditions) and aggressively reach out to all possible candidate pools when recruiting for difficult-to-staff positions. In order to compete with larger school systems in our area, Sequatchie County Schools has competitive salaries for beginning teachers. Also, Griffith Elementary is the home of Hand in Hand, an employee daycare.*

This daycare center has helped retain effective teachers because a majority of our teachers are young and just beginning a family. Sequatchie County Schools does not have any policies or practices specifically targeting lowest-achieving schools.

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

*LEA activities designed to support implementation of the School Improvement Grant include local funding for Sequatchie County Middle School's Saturday school. Also, the Freshman Facilitator for Sequatchie County High School is employed locally. Race To The Top Funds (RTTT) will work together with SIG funds to create a support system for teachers to become more effective teachers. Professional development activities from both grants will work together to help educators receive high quality instruction.*

- 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 (Tier III schools)

- 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 (Tier III schools)

- 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.

SCHS- Discovery Education Assessment, a formative assessment, provides reports for teachers and parents to ensure continuous feedback. The teacher and school leadership team will evaluate the reports to differentiate instruction and make adjustments in the curriculum. Assessments will be compared during mid-semester to see what changes need to be made in instruction. Materials will be purchased and evaluated to help interventions in literacy in all subjects.

SCMS- Pearson's Successmaker provides documentation of students on an individualized level. Teachers will be able to determine the strengths and weaknesses of each student in reading. The teacher will use this information to adjust instruction as needed in the classroom. Teacher will monitor the success of each child in the classroom.

## 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.

**N/A (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) Larry Lockhart

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

District Support Team				
Members	Title	Responsibility	Tier Assignment e.g. Tier I/Tier II or Tier III schools	Estimate of the time each member will devote to supporting Tier I, II, and III schools (Hours/Month)
Leader: Rhonda Harmon	Federal Programs Dir.	Schedule PD/ supervise SIG Coordinator	Tier III schools	8 hrs per month
Larry Lockhart	SIG Coordinator	Address policy and procedural barriers Coordinate grant activities	Tier III schools	32 hrs per month
Tommy Layne	Principal-SCHS	Monitor teachers	Tier III school- SCHS	12 hrs per month
Sandy Nash	Principal-SCMS	Monitor Teachers	Tier III school- SCMS	12 hrs per month
Gwen Hobbs	Curr. Supervisor	Supervise Curriculum	Tier III Schools	6 hrs per month
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? <i>Bi-Monthly</i>
c. How often will they report on their work and the work on Tier I, II, and III schools to the Board of Education? <i>Bi-Annually</i>
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).<sup>2</sup>

Describe your search process for effective leaders:

Number of principal resumes attached:

<sup>2</sup>Indicators of Effective Practice (Rapid Improvement Leader) Center on Innovation & Improvement  
[http://www.centerii.org/handbook/Resources/Appendix\\_Indicators\\_Rapid.pdf](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.  Each external provider’s product or service has been determined to be the possible best match for our 2 schools by the District Support Team. The products have been tested and are researched based. Discovery Education Assessments are used with great success in our other 2 schools. Edvantia provides professional development and technical assistance. The TN Exemplary Educators Program is operated by Edvantia and has been recommended by many other school systems. The U. S. Department of Education Joint Dissemination Review Panel validated Edvantia’s QUILT (Questioning and Understanding to Improve Learning and Thinking) as effective professional development. Pearson’s Successmaker is correlated to TN standards. Pearson is a company with strong researched-based background. Students will experience questions in the same format and strategies as Terra Nova questions. Each

provider will be evaluated annually by the teachers and District Support Team. The Federal Programs Directs and The School Improvement Grant Coordinator will submit annual reports and will evaluate and monitor the implementation of the grant. Monthly District Support Team and Milestone meetings will be documented.

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

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

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

### **E. Professional Development (All Schools)**

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

Who in the LEA will ensure implementation of professional development plans with SIG funds? Rhonda Harmon, Federal Programs Director

Edvantia will provide comprehensive professional development training that will build the capacity of educators to meet the needs of all students, particularly those who are underperforming and/ or underserved. Day one of training will be performed with the entire faculty at Sequatchie County Middle and Sequatchie County High Schools. Day 2 will be with small groups of teachers in teams or departments. The rest of the days will be more individualized mentoring and/or modeling. Teachers will use their planning time to visit other classrooms as needed.

## VI. Budget

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

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

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

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

### **First Tab of Excel Spreadsheet: Budget Spreadsheet**

#### ***Revenue section for grants for Title I 1003 (g)***

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

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

### ***Appropriations section***

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

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

### **Second Tab of Excel Spreadsheet: Budget Justification Sheet**

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

## VII. School Level Descriptive Information

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

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

Name of School: Sequatchie County High School

Principal Name for SY10-11: Tommy Layne

(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):

The obvious place for us to begin was with our graduation rate, as that is the reason we are on School Improvement One, Improving. We pulled our three most previous state report cards to verify our graduation rates, dropout rates, and attendance. Our attendance rates are actually above the state goals, due to our strict school attendance policy. For the years 2007-2009, our attendance rates were: 94.5, 95.7, and 96.4% respectively. Our dropout rate was above the state goal, which is 10%, in 2006 and 2007. They were 11.8% and 14.7% respectively. But in 2008, we dropped to 9.3%. The 2009 data was just released, and the given dropout rate was 12.2%. However, our records showed only 10.5%, so there is a discrepancy there. Regardless, it did rise again which we find unacceptable. Our Graduation Rate also rose drastically from 2007 to 2008, going from 71.2% to 83.3%. Again though, for 2009 we dropped back down to 79.9%, according to state records.

2007-2008 was the first year the Explore and Plan tests were given, so there is not a lot of data available. However, what we have turned out to be useful. We used this data in conjunction with our 2008 ACT results and realized that we are below the national average in every subtest on both the Plan and the ACT. On the 2008-2009 PLAN results, our sophomores scored within 1.6 points of the national average on each of the subtests and the composite scores. But on the ACT our juniors took the same year, the closest we got to the national average on college readiness was in English Composition, where 35% scored the benchmark or higher, compared with 50% nationally. These figures show that SCHS students are not college ready; at least not where we would like for them to be. We used this data to determine our need in ensuring college and workplace readiness.

We used report card data from last year and this year to determine our needs with freshmen. We

looked at the number of classes failed for the first grading period in both years. The number actually dropped by half in 2008-2009, which we were proud of. We believe this is due to our full-time freshman facilitator and the switch to block scheduling. We have, during the last two years, tried to be proactive in dealing with our weaknesses. The switch to block was a part of that. We know that when students have 32 chances to receive credits as opposed to 24, there is a much better chance they will be able to graduate. This could not be more important than with the freshmen, because that is where most dropouts fall behind. We also used report card data to see which classes in particular were failed most often, so we would know where to go with extended contract monies, Credit Recovery, and A+ Learning.

During the 2008-2009 school year, we had all-girls and all-boys classes in three subjects: Algebra I (four classes separated by gender), Wellness (one class each), and U.S. History (one class each). (A chart has been included in the Report Card Data Disaggregation section). We wanted to compare grades between boys and girls, and also to see if having a class with students of the same gender made a difference in the grade earned.

In looking at our Gateway and End-of-Course scores, we tried to keep in mind that these tests measure the *minimum* knowledge needed. Our scores, especially in the Biology, English 9, and English 10, have always been good. That told us that our students are getting the basics in these classes, and our lower end students are making gains. What we want to do is to make sure our student expectations are *above* the minimum.

The process used for analyzing the data was to pinpoint how each piece contributed to our low graduation rate, and how the data, both as individual pieces and as a whole, could be disaggregated to help us improve the graduation rate.

### **ECONOMICALLY DISADVANTAGED**

According to the state report card for 2007 and 2008, our economically disadvantaged students exceeded the state target in percentage tested in Math, and for 2007 in Reading/Language Plus Writing. The target is 95%, and in Math the percentage tested was 98% and 99% tested in 2007 and 2008 respectively. In Reading/Language, the percentage tested was 97% and 94% for those two years. In Math in 2008, the 2 and 3 year average for % proficient and advanced 83% which met the state goal. This score exceeded the state average of 78% and 77% for the 2 and 3 year average.

Our 2009 scores in math were 81% scoring proficient/advanced. The 2 year average is 81% and the 3 year average is 82%. The percentage tested remained steady at 96%.

In Reading/Language, our economically disadvantaged students did not meet state requirements for % proficient and advanced. The target in 2008 was 93% and our students scored 90%, which was still an improvement over the 88% from 2007. We still scored above the state average which was 89% testing proficient and advanced.

The 2009 score was 93% scoring proficient/advanced, which was a 3% improvement over last year. The percentage tested was 98%.

We did meet the federal benchmark in all categories for economically disadvantaged for the Report Card year 2008.

### **CAREER TECHNICAL EDUCATION**

According to the 2008 Report Card, CTE students make up 48% of the total school population. The Negotiated Performance Level in Mathematics for 2006-2007 and 2007-2008 was 78.26%, but our CTE students actually performed at 96.97% in 2007 and 97.22% in 2008. In Reading/Language Arts, the NPL was 72.97% and 83.50% for those two years. The APL was 83.50% and 83.64%. They also exceeded the NPL for graduation rate, with an APL of 91.43% and 97.30% for 2007 and 2008. Our CTE students met federal requirements and exceeded the agreed upon performance levels for both years.

### **SPECIAL EDUCATION**

In 2007 and 2008, Sequatchie County High School tested 100% of its students with disabilities in Math, exceeding the state target of 95%. However, we did not meet the target on the percentage of students scoring proficient and advanced. The target was 75% and 83% respectively, and we scored 73% and 61%. Our 2 year average in 2008 was 67%, which definitely needs improvement.

In 2009, we improved on the 61% scoring proficient/advanced to 72%.

In Reading/Language Plus Writing, we did not meet the targeted number of students tested either year, testing only 94% and 90%. The target for proficient and advanced was 90% and 93% respectively, and only 69% and 72% of our students scored proficient or advanced. However, in 2009 there was a drastic improvement to 89% scoring proficient/advanced. The percentage tested was 95%, a 5% improvement over 2008.

When looking at all of the data—Gateway scores, End-of-Course scores, Plan, Explore, ACT scores, student report cards, the state report cards, graduation, attendance, and dropout rates—several things became clear as far as strengths and needs. We have always believed our Inclusion program for special education students was a strong point because we strive to give them the least restrictive environment possible. However, test scores for 2007 and 2008 have not met state requirements for students with disabilities scoring proficient and advanced. We have focused on this segment of our population because too often, these are the students who either receive Special Education diplomas (counting against our Graduation Rate) or drop out. With the Gateway tests now becoming end of course tests, this means the stakes are much higher for special education students, therefore we must increase our

efforts in helping them achieve a regular high school diploma and being college/workplace ready.

However, looking at the same data showed us that our higher achieving students are not making the gains they need to. This led us to see the need of making ALL of our students more college/workplace ready. Our scores on the Plan and the ACT show that our students are consistently scoring below the state and national averages on all subtests, and we are not meeting our predicted scores. We believe this data shows we need to demand higher expectations, not just of our lower achieving students, but of the entire student population. We have looked at studies which say many dropouts do so because they are “bored and not challenged” in their classes. We do not want this to be the case at Sequatchie County High School, therefore have made college/workplace readiness a high priority, and one of our action plan goals. For the year 2009-2010, we are offering more rigorous classes for elective credit, such as Biology II, Chemistry II, and Pre-Calculus. We are encouraging all above average students to take these classes, and we hope that present 9<sup>th</sup> graders will choose to use these classes as part of their elective focuses.

We are happy with the level of achievement of our CTE students, and hope to see this remain the case. We have dropped one CTE program this school year, but hope to be able to add programs in the future.

The ACT scores for 11<sup>th</sup> grade in spring of 2009 were unsatisfactory. Only 3% of SCHS 11<sup>th</sup> graders met all four ACT benchmark scores. The students scored the highest in English Composition, with 35% meeting the benchmark score of 18, and the lowest in Biology with 4% meeting the benchmark score of 24. This is unacceptable.

**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 activities *designed to achieve School Improvement Goals* will be provided by Edvantia. It is a customized, researched-based solution. QUILT (Questioning and Understanding to Improve Learning and Thinking) *job-embedded* strategies, *such as writing techniques and rubric scoring* will be introduced to the faculty. QUILT training applies research on learning, listening, teacher effectiveness, and classroom questioning. The training uses researched-based approaches to effective professional development, which supports teachers over time as they learn. *Another topic incorporated into training includes strategies to incorporate literacy techniques into all subject areas. Sequatchie County’s Literacy Coach also will assist in training teachers (in grade levels meetings, department meetings, and individually throughout the year) to correctly use literacy skills across the curriculum.* The initial

professional development will be presented as a “whole group” on August 6, 2010. The second day will be presented in small groups (grade or team meetings) *determined by each school*. The rest of the year will be mentoring and observations. Walk through evaluations by supervisors will monitor the use of these techniques by teachers.

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

Model

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

Rationale:

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

Intervention:

Rationale:

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

Literacy and mathematics support through formative assessment, instruction, and intervention materials for English I & II and Algebra I & II classes.

**Description:**

Discovery Education Assessments will be given twice to all English I & II and Algebra I & II students each semester. Using the provided data, teachers will be able to focus on skills each student needs to be successful.

**Outcomes:**

Students will increase English and Algebra skills. As a result, there will be a lower failure rate in

class, End of Course Tests, and dropout rate. Students will have a better ACT scores and have fewer problems with graduation requirements.

**Indicators:**

English I & II and Algebra I & II assessments will be given at the beginning and mid-term of each semester. Long term data will be compiled on failure rates, End of Course scores, ACT scores, and graduation rate.

**Data:**

Discovery Education data will be available to faculty. The English and Mathematics department chairperson will review the data with the team and discuss techniques to improve student skills. The District Support Team will also review the data. The Literacy Coach will be available to help teachers interpret results and give suggestions to improve classroom instruction. The guidance department and the freshman facilitator will be responsible to track and compile ACT scores, End of Course scores, and graduation rates. All results will be presented to the entire faculty at regularly-scheduled meetings and presented at parent/ community meetings.

**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.

**SCHS- Timelines and Milestones**

**July 1, 2010- June30, 2013**

JULY 2010	AUGUST 2010	SEPTEMBER 2010
Contract with School Improvement Grant Coordinator	Meeting with District Support Team- report to Superintendent	Share data results with entire faculty
Purchase Mobile Computer Lab cart	Conduct Professional Development (QUILT and Discovery Education) for faculty	Small group QUILT training
Order Discovery Education Assessments/ Set up Professional Development date	Prepare laptops and computers for assessments	Milestone Meeting- report to Superintendent and faculty
Contract with Edvantia for Professional Development dates	Administer 1 <sup>st</sup> Algebra I & II and English I & II assessments online	Schoolwide Open House- inform parents and community of SIG goals and desired outcomes.
	Review assessment data with English and Mathematics teams	Purchase materials to support the gaps provided in data results.

OCTOBER 2010	NOVEMBER 2010	DECEMBER 2010
Second assessment given to English I & II and Algebra I & II students	Individualized training (monitoring, modeling) from Advantia	End of Course test given
Continue to purchase materials	Inform faculty of techniques being explored	District support team meeting- report to superintendent
District Support Team meeting		Order Discovery Education Assessments for Spring semester
Review data results from assessments		Milestone meeting-report to superintendent and faculty
Individualized training from Edvantia		

JANUARY 2011	FEBRUARY 2011	MARCH 2011
Administer Discovery Education Assessment to Spring English I & II and Algebra I & II students	Review Discovery Education data	Milestone meeting-report to superintendent and faculty
Leadership committee meeting to review End of Course data	Order materials to support weaknesses show on assessment data	Administer Discovery assessment #2
Department (English and Math) department meeting to review End of Course data and planning session	District Support team data	Department team (English and Math) meeting to review data and give suggestions on how to improve instruction
District Support Team meeting		Order materials for intervention
Professional Development activities with entire faculty- assess progress		

APRIL 2011	MAY 2011	JUNE 2011
Continue instruction	End of Course tests	Milestone meeting- report to superintendent and faculty
Edvantia assisting individual teachers through mentoring and monitoring	Evaluation of year 1 of the School Improvement Grant activities	End of Year Reports
Share data with entire faculty		
Present information to Sequatchie County Board of Education		

SCHS- Timelines and Milestones  
July 1, 2011- June 30, 2012

JULY 2011	AUGUST 2011	SEPTEMBER 2011
Contract with School Improvement Grant Coordinator	Meeting with District Support Team- report to Superintendent	Share data results with entire faculty
Purchase Mobile Computer Lab cart	Conduct Professional Development and Discovery Education for faculty	Small group training
Order Discovery Education Assessments/ Set up Professional Development date	Prepare laptops and computers for assessments	Milestone Meeting- report to Superintendent and faculty
Contract with Edvantia for Professional Development dates	Administer 1 <sup>st</sup> Algebra I & II and English I & II assessments online	Schoolwide Open House- inform parents and community of SIG goals and desired outcomes.
	Review assessment data with English and Mathematics teams	Purchase materials to support the gaps provided in data results.

OCTOBER 2011	NOVEMBER 2011	DECEMBER 2011
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Second assessment given to English I & II and Algebra I & II students	Individualized training (monitoring, modeling) from Advantia	End of Course test given
Continue to purchase materials	Inform faculty of techniques being explored	District support team meeting- report to superintendent
District Support Team meeting		Order Discovery Education Assessments for Spring semester
Review data results from assessments		Milestone meeting- report to superintendent and faculty
Individualized training from Edvantia		

JANUARY 2012	FEBRUARY 2012	MARCH 2012
Administer Discovery Education Assessment to Spring English I & II and Algebra I & II students	Review Discovery Education data	Milestone meeting- report to superintendent and faculty
Leadership committee meeting to review End of Course data	Order materials to support weaknesses show on assessment data	Administer Discovery assessment #2
Department (English and Math) department meeting to review End of Course data and planning session	District Support team data	Department team (English and Math) meeting to review data and give suggestions on how to improve instruction
District Support Team meeting		Order materials for intervention
Professional Development activities with entire faculty- assess progress		

APRIL 2012	MAY 2012	JUNE 2012
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Continue instruction	End of Course tests	Milestone meeting- report to superintendent and faculty
Edvantia assisting individual teachers through mentoring and monitoring	Evaluation of year 2 of the School Improvement Grant activities	End of Year Reports
Share data with entire faculty		
Present information to Sequatchie County Board of Education		

SCHS- Timelines and Milestones  
July 1, 2012- June 30, 2013

JULY 2012	AUGUST 2012	SEPTEMBER 2012
Contract with School Improvement Grant Coordinator	Meeting with District Support Team- report to Superintendent	Share data results with entire faculty
Purchase Mobile Computer Lab cart	Conduct Professional Development and Discovery Education for faculty	Small group training
Order Discovery Education Assessments/ Set up Professional Development date	Prepare laptops and computers for assessments	Milestone Meeting- report to Superintendent and faculty
Contract with Edvantia for Professional Development dates	Administer 1 <sup>st</sup> Algebra I & II and English I & II assessments online	Schoolwide Open House- inform parents and community of SIG goals and desired outcomes.
	Review assessment data with English and Mathematics teams	Purchase materials to support the gaps provided in data results.

OCTOBER 2012	NOVEMBER 2012	DECEMBER 2012
Second assessment given to English I & II	Individualized training (monitoring, modeling)	End of Course test given

and Algebra I & II students	from Advantia	
Continue to purchase materials	Inform faculty of techniques being explored	District support team meeting- report to superintendent
District Support Team meeting		Order Discovery Education Assessments for Spring semester
Review data results from assessments		Milestone meeting-report to superintendent and faculty
Individualized training from Edvantia		

JANUARY 2013	FEBRUARY 2013	MARCH 2013
Administer Discovery Education Assessment to Spring English I & II and Algebra I & II students	Review Discovery Education data	Milestone meeting-report to superintendent and faculty
Leadership committee meeting to review End of Course data	Order materials to support weaknesses show on assessment data	Administer Discovery assessment #2
Department (English and Math) department meeting to review End of Course data and planning session	District Support team data	Department team (English and Math) meeting to review data and give suggestions on how to improve instruction
District Support Team meeting		Order materials for intervention
Professional Development activities with entire faculty- assess progress		

APRIL 2013	MAY 2013	JUNE 2013

Continue instruction	End of Course tests	Milestone meeting-report to superintendent and faculty
Edvantia assisting individual teachers through mentoring and monitoring	Evaluation of year 3 of the School Improvement Grant activities	End of Year Reports
Share data with entire faculty	Compile data and do comparison studies	End of Grant Report
Present information to Sequatchie County Board of Education		

*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: Sequatchie County Middle School

Principal Name for SY10-11: Sandy Nash

(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): A comparison of the academic data with the non-academic data provides a comprehensive evaluation of the strengths and needs at Sequatchie County Middle School.

Tested (2009)	All (648)	White (629)	Hisp. (14)	Black (1)	Nat. Am. (2)	Asian/Pac. Islander (2)	ED (401)	SWD (74)
Math %Proficient/ Advanced	93	93	100	100	100	100	91	71
Reading/LA %Proficient/ Advanced	88	88	74	100	100	100	85	70

A study of the **2009 AYP Report** revealed the number of students proficient in math and reading/language arts based on racial data reveals that SCMS has less than 45 students in each of the racial subgroups with the exception of white students. The data does reveal that the Hispanic subgroup struggles with reading/language arts. This may be due to the language barrier and the fact that half were reported as being English non-proficient. **There were zero LEP students tested in 2009.**

A **2009 TCAP Average Reporting Category Performance Index (RCPI)** provides data about the performance level of students for all test objectives by subject and grade level. The information was

used to analyze curriculum strengths and needs.

Reading/ Language

	2008 Highest	2009 Highest	2008 Lowest	2009 Lowest
5 <sup>th</sup> Grade	Vocabulary	Vocabulary	Writing/ Organization	Writing/ Organization
6 <sup>th</sup> Grade	Content	Vocabulary	Writing Process	Writing Process
7 <sup>th</sup> Grade	Content	Meaning	Grammar/ Conventions	Grammar/ Conventions
8 <sup>th</sup> Grade	Content  Meaning  Techniques and Skills	Writing/Process	Grammar/ Conventions	Grammar/ Conventions

In Reading/Language Arts the 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades continued to score the lowest in the same areas. The 5<sup>th</sup> grade had their lowest score in Writing Organization and the 7<sup>th</sup> and 8<sup>th</sup> grades had their lowest scores in Grammar and Conventions. Only the 5<sup>th</sup> grade had the same strength two years in a row with Vocabulary. The 7<sup>th</sup> Grade had 2008 strength in Content, but 2009 strength in Meaning. The 8<sup>th</sup> grade had a previous strength in Content, Meaning, and Techniques and Skills, but in 2009 the strength was in Writing Process.

Mathematics

	2008 Highest	2009 Highest	2008 Lowest	2009 Lowest
5 <sup>th</sup> Grade	Computation	Computation	Real World Problem Solving	Real World Problem Solving
6 <sup>th</sup> Grade	Algebraic Thinking	Number and Operation	Measurement	Measurement
7 <sup>th</sup>	Real World	Graphs and	Measurement	Real World Problem

Grade	Problem Solving	Graphing		Solving
8 <sup>th</sup> Grade	Data Analysis and Probability	Number and Operations	Measurement	Real World Problem Solving/Measurement

In Math the 5<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades scored the lowest in Real World Problem Solving. The 5<sup>th</sup> grade had the lowest score in the same area in 2008. For the 7<sup>th</sup> and 8<sup>th</sup> grade this had moved from Measurement the previous year. Computation remained the highest scoring category for the 5<sup>th</sup> Grade in 2009. The 7<sup>th</sup> Grade moved from Real World Problem Solving in 2008 to Graphs and Graphing in 2009. Number and Operations was the highest score for the 2009 8<sup>th</sup> grade class, but in 2008 it had been Data Analysis and Probability.

#### Science

	2008 Highest	2009 Highest	2008 Lowest	2009 Lowest
5 <sup>th</sup> Grade	Ecology	Ecology	Matter	Matter
6 <sup>th</sup> Grade	Interactions Living/Environment	Biological Change	Earth's Place in Universe	Food Production and Energy Life
7 <sup>th</sup> Grade	Cell Structure and Function	Cell Structure and Function	Atmospheric Cycles	Heredity and Reproduction
8 <sup>th</sup> Grade	Diversity and Adaptation	Diversity and Adaptation	Heredity/Reproduction Forces and Motion	Earth Resources/ Interactions of Matter

Science had a consistent strength in the fifth grade with Ecology, in the seventh grade with Cell Structure and Function, and eighth grade with Diversity and Adaptation. The only consistent weakness was in the fifth grade with Matter.

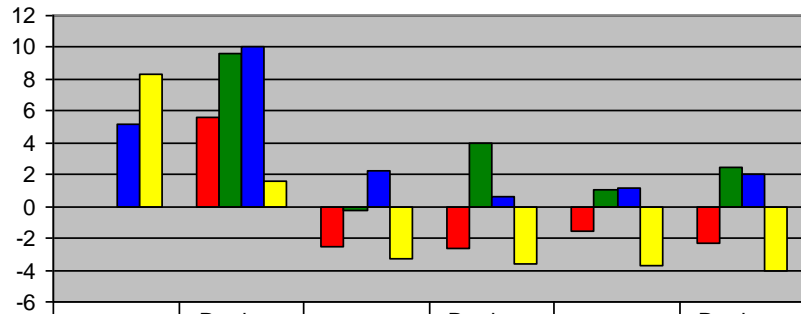
#### Social Studies

	2008 Highest	2009 Highest	2008 Lowest	2009 Lowest
5 <sup>th</sup> Grade	Geography	Economics	Economics	Government and Civics
6 <sup>th</sup> Grade	Geography	Economics	Government and Civics	Governance and Civics
7 <sup>th</sup> Grade	Physical Geography	Economics	History	History
8 <sup>th</sup> Grade	Geography	Geography	US History Per. 2	US History Per. 2

Social Studies had a consistent strength in eighth grade Geography, although in 2008 there was a vertical strength in Geography and in 2009 there was a vertical strength in Economics. The weaknesses tended to be Government and Civics in the fifth and sixth grade and History in the seventh and eighth grade.

A review of the **2009 TCAP Performance Diagnostic Report** for SCMS reveals that as a school we have our best gains with the non-proficient group. Conversely, the advanced groups had the lowest overall gains of any achievement group. Many students had negative gains, although with the exception of 7<sup>th</sup> grade science all negative growth scores show improvement compared to the previous cohort. The proficient achievement group had negative gains in many areas, and did not improve to the same degree as the previous cohort.

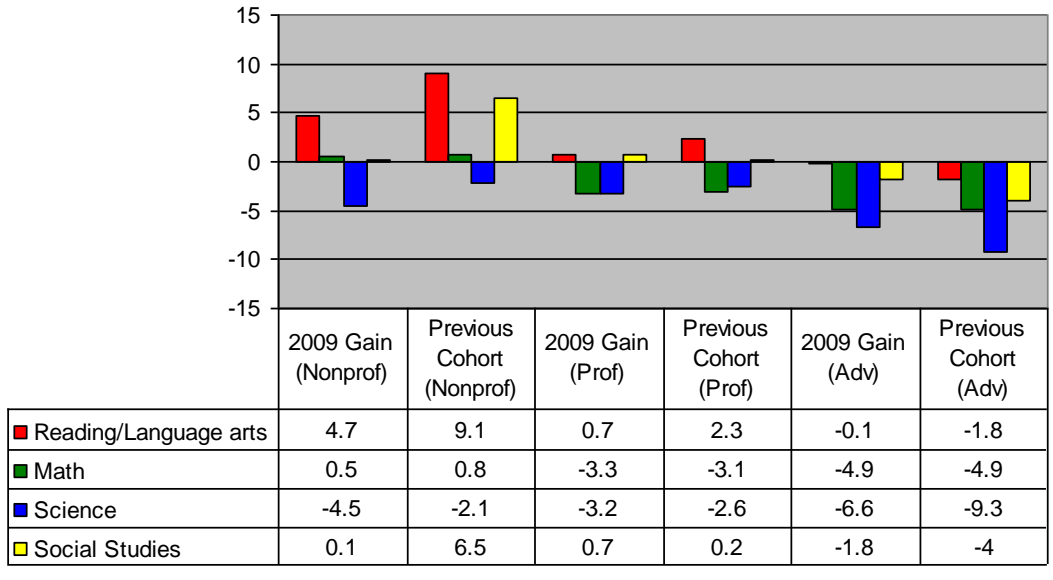
### 5th Grade Growth Difference



	2009 Gain (Nonprof)	Previous Cohort (Nonprof)	2009 Gain (Prof)	Previous Cohort (Prof)	2009 Gain (Adv)	Previous Cohort (Adv)
■ Reading/Language arts	0	5.6	-2.5	-2.6	-1.5	-2.3
■ Math	0	9.6	-0.3	4	1.1	2.5
■ Science	5.2	10	2.2	0.6	1.2	2
■ Social Studies	8.3	1.6	-3.3	-3.6	-3.7	-4

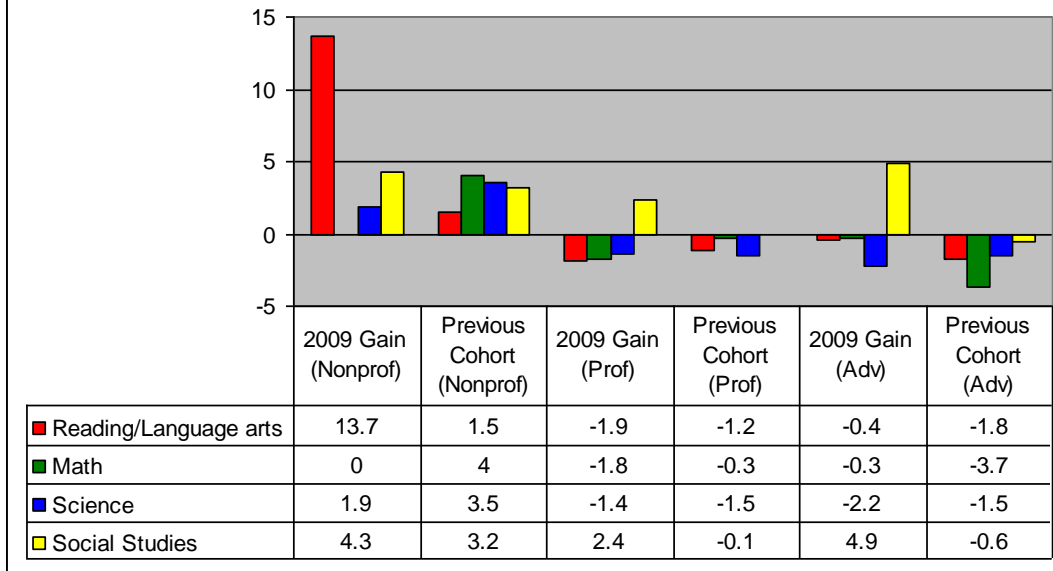
The 5<sup>th</sup> grade had their lowest overall gain in reading/language arts. The non-proficient group had the greatest gain at 0, but that contrasts sharply with the proficient group with a -2.5 and the advanced group with a -1.5. However, the gain of 0 for the non-proficient group was significantly down from the previous cohort's gain of 5.6. Math suffered a drop-off across the board versus the previous cohort. Social Studies was the only area to show positive gains in all achievement groups versus the previous cohort.

### 6th Grade Growth Difference

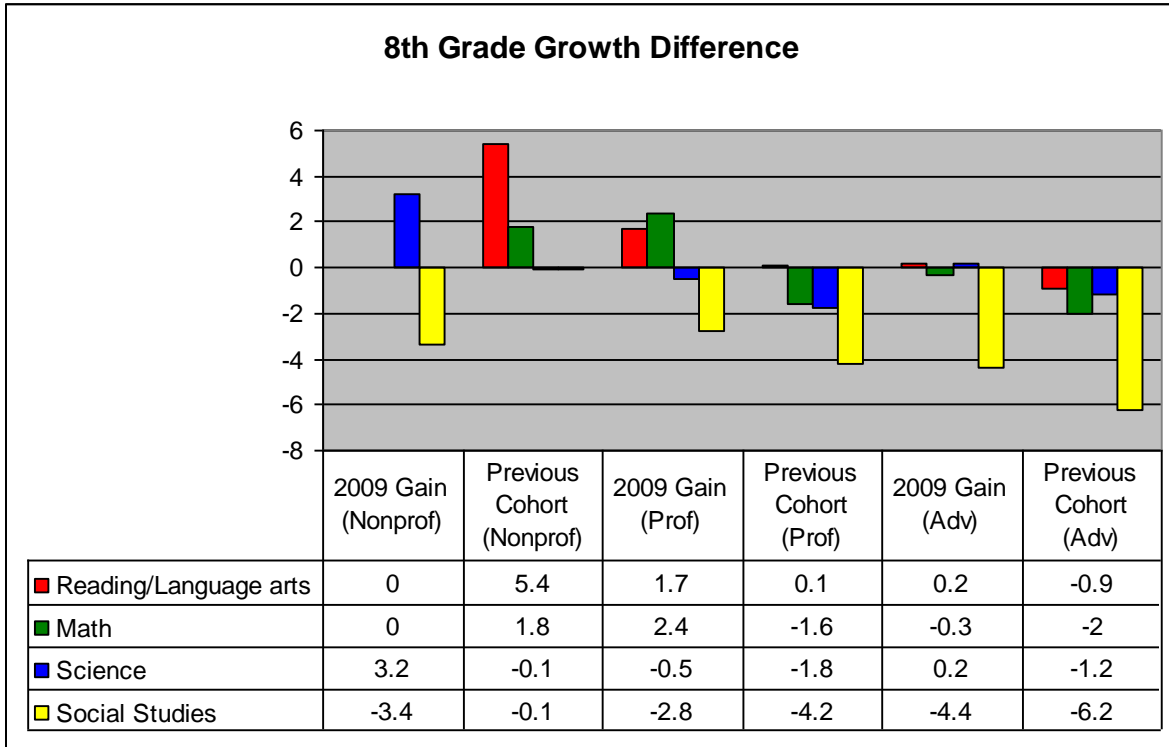


The sixth grade showed improvement against the previous cohort in all the advanced group academic areas except math and with the proficient group in Social Studies. All other areas showed a decline in gain versus the previous cohort.

### 7th Grade Growth Difference

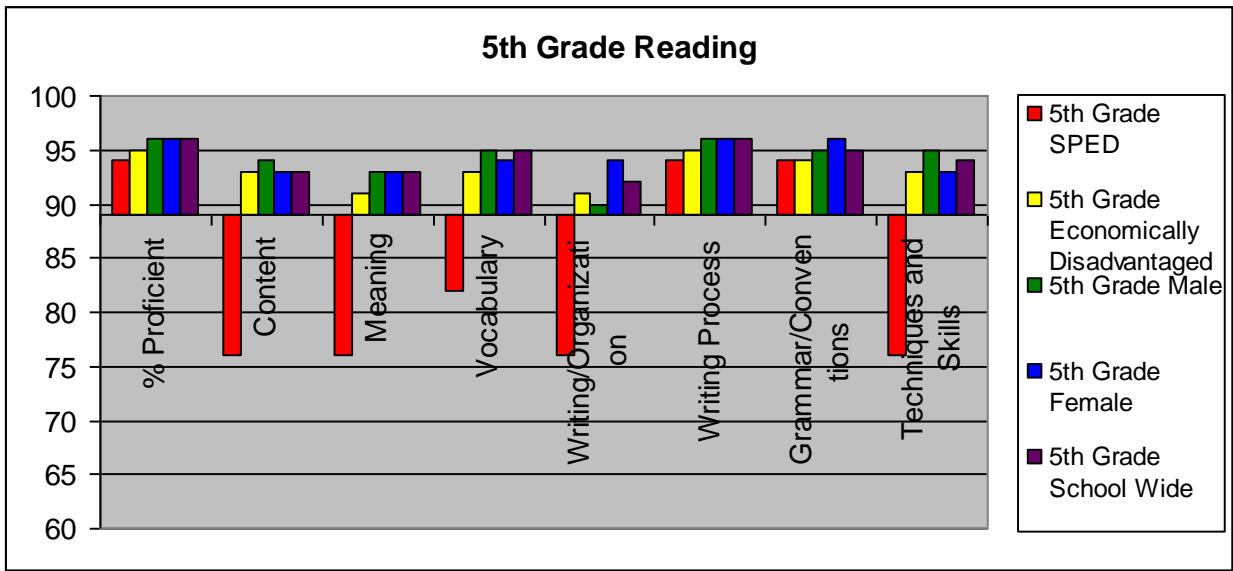


The 7<sup>th</sup> grade showed improvement in gains with the non-proficient group in the areas of reading/language Arts and social studies, with the proficient group in social studies and science, and with the advanced group in all academic areas but science.

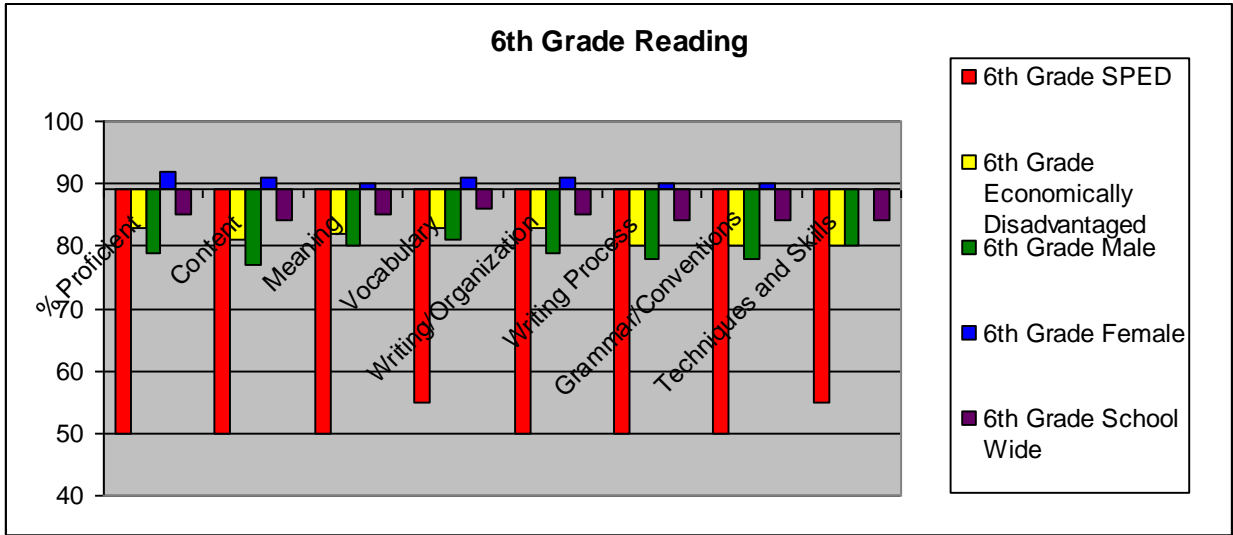


The 8<sup>th</sup> grade showed gains over the previous cohort with the proficient and advanced groups in math, reading/ language arts, and social studies but all had losses versus the previous cohort when comparing the non-proficient group. Science showed improvement in all proficiency categories over the previous cohort.

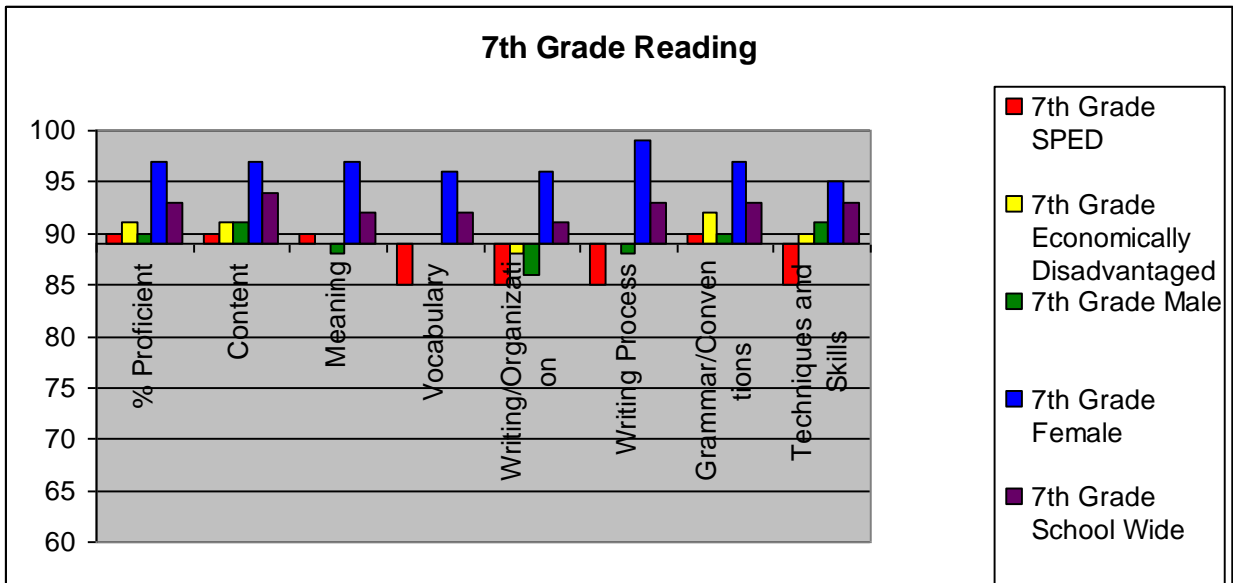
The **2008 TCAP School Disaggregation Report** is used to look at the percent proficient in the whole school and various sub groups.



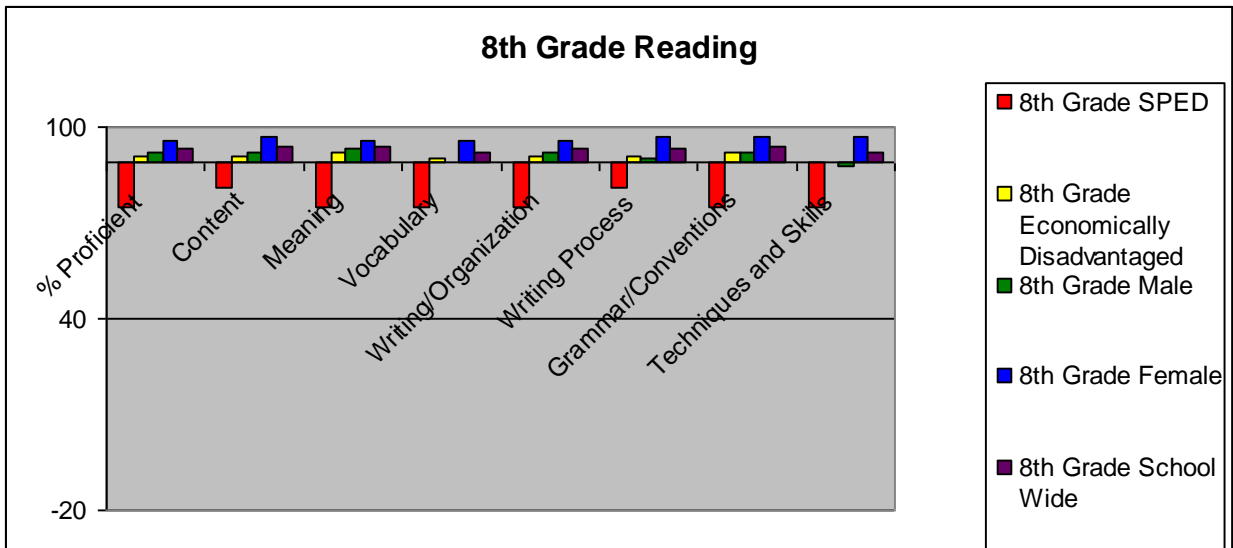
The 5<sup>th</sup> grade showed a weakness with the SPED subgroup in the areas of content, meaning, vocabulary, writing organization and techniques and skills. Overall the 5<sup>th</sup> grade was the strongest with all subgroups being proficient in Reading/Language Arts..



The 6<sup>th</sup> grade showed a weakness with all subgroups except females. A gap of 13 points exists between the male population with 79% being proficient and the female population with 92% being proficient. There is a need for improvement in the sixth grade in Reading/Language Arts.



Like the 6<sup>th</sup> grade, the 7<sup>th</sup> grade females out performed the male subgroup by a seven percentage points margin. Although not as large as the sixth grade it is still fairly significant.



The 8<sup>th</sup> grade closed the gap between males and females but there remained a gap of four points.

2008 Male/Female Proficiency Rates					
Math	Male	Female	Reading	Male	Female
5th	94	96	5th	87	95
6th	95	94	6th	90	97
7th	88	93	7th	92	97
8th	89	94	8th	86	96

Percent Proficient/Advanced by Subgroup									
	Tested (2009)	All (648)	White (629)	Hisp. (14)	Black (1)	Nat. Am. (2)	Asian/Pac. Islander (2)	ED (401)	SWD (74)
	Reading/LA %Proficient/ Advanced	88	88	74	100	100	100	85	70
2008	Math %Proficient/ Advanced	93	93	87	100	100	N/A	90	58
	Reading/LA %Proficient/ Advanced	89	90	75	100	100	100	85	56
2007	Math %Proficient/ Advanced	93	93	72	100	100	N/A	90	66
	Reading/LA %Proficient/ Advanced	91	92	64	83	100	N/A	87	61

	Advanced								
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Disaggregation of racial data is not possible with no significant population of Hispanic, African-American, or Native American students in a total school population of 648. **There were zero LEP students tested in 2009.**

Reading/Language Arts data showed that for 2009 Sequatchie County Middle School was 88% proficient or advanced versus 89% in 2008 and 91% in 2007 giving a three year average of 89%. Subgroup disaggregation showed that 85% of the economically disadvantaged students were proficient versus 85% in 2008 and 87% in 2007 rendering a three year average of 86%. Students with disabilities were 70% proficient or advanced in 2009 compared to 56% in 2008 and 61% in 2007 giving a three year average of 62% proficient and advanced.

Writing scores for the eighth grade were 4.3 in 2007, 4.2 in 2008, and 4.2 in 2009. The 8<sup>th</sup> grade score is the same as the state score in 2009. Writing scores for the fifth grade were 3.9 in 2007, 3.9 in 2008, and 3.7 in 2009. The 5<sup>th</sup> grade score is .4 lower than the 2009 state score of 4.1.

**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 activities will be provided by Edvantia. It is a customized, researched-based solution. QUILT (Questioning and Understanding to Improve Learning and Thinking) strategies will be introduced to the faculty. QUILT training applies research on learning, listening, teacher effectiveness, and classroom questioning. The training uses researched-based approaches to effective professional development, which supports teachers over time as they learn. The initial professional development will be presented as a “whole group” on August 6, 2010. The second day will be presented in small groups (grade or team meetings). The rest of the year will be mentoring and observations. Walk through evaluations by supervisors will monitor the use of these techniques by teachers.

Professional Development will also be provided by Pearson (Successmaker) during August. A small group will be trained then those trained will train the rest of the faculty.

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

Model

Answers: 1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

Rationale:

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

Intervention:

Rationale:

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

**Intervention:**

Students will be provided with an adaptive, personalized path of essential reading concepts in a lab setting with Pearson’s Successmaker. Individualized instruction will be give in the classroom or Schoolwide Title I labs.

**Description:**

Students will go to the Successmaker Lab with their classrooms. Each student will be assigned a computer and will log on to the program. Students will experience movement through the courseware based on their individual performance. Reports will be generated by the paraprofessional stationed in the lab. At grade level meetings the teachers will analyze the data and discuss interventions. At this time the curriculum is evaluation to see if it meets the needs of individual state standards.

**Outcomes:**

Students will increase reading literacy skills and motivation. As a result, there will be a lower failure rate in classes. Terra Nova tests scores will increase in reading as well as other subject areas due to students becoming better readers.

**Indicators:**

Reports produced by Successmaker will show gains made by students.

**Data:**

Successmaker has several reports available to print. The Last Session Report, Areas of Difficulty Report, Cumulative Performance Report, and Individual Course Report provide a detailed view of student progress for at a-glance information available from the dashboard reporting view.

**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.

SCMS- Timeline and Milestones

July 1, 2010- June 30, 2011

JULY 2010	AUGUST 2010	SEPTEMBER 2010
Contract with School Improvement Grant Coordinator	Meeting with District Support Team- report to Superintendent	Share data results with entire faculty
Purchase 11 Computers for computer lab	Conduct Professional Development (QUILT and Discovery Education) for faculty	Small group QUILT training
Set up Pearson's Successmaker Professional Development date	Prepare computers for Successmaker	Milestone Meeting- report to Superintendent and faculty
Contract with Edvantia for Professional Development dates	Set up class schedule and begin classes	Schoolwide Open House- inform parents and community of SIG goals and desired outcomes.
	Review assessment data with teachers	Purchase materials to support the gaps provided in data results.

OCTOBER 2010	NOVEMBER 2010	DECEMBER 2010
Continue instruction,	Individualized training	Continue instruction

tutoring, and reading strategies	(monitoring, modeling) from Advantia	
Continue to purchase materials	Inform faculty of techniques being explored	District support team meeting- report to superintendent
District Support Team meeting		Milestone meeting- report to superintendent and faculty
Review data results from Successmaker		Share mid-year reports with parents
Individualized training from Edvantia		

JANUARY 2011	FEBRUARY 2011	MARCH 2011
Professional Development activities with entire faculty- assess progress	Review Successmaker data	Milestone meeting- report to superintendent and faculty
Leadership committee meeting to review End of Course data	Order materials to support weaknesses show on assessment data	Professional development training
Grade level planning session to review data and monitor and adjust program	District Support team data	Grade level team meeting to review data and give suggestions on how to improve instruction
District Support Team meeting		Order materials for intervention

APRIL 2011	MAY 2011	JUNE 2011
Continue instruction	Send home end of year reports	Milestone meeting- report to superintendent and faculty
Edvantia assisting individual teachers through mentoring and monitoring	Evaluation of year 1 of the School Improvement Grant activities	End of Year Reports
Share data with entire faculty		
Present information to Sequatchie County		

Board of Education		
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SCMS- Timeline and Milestones  
July 1, 2011-June 30, 2012

JULY 2011	AUGUST 2011	SEPTEMBER 2011
Contract with School Improvement Grant Coordinator	Meeting with District Support Team- report to Superintendent	Share data results with entire faculty
Purchase 11 Computers for computer lab	Conduct Professional Development and Discovery Education for faculty	Small group training
Set up Pearson's Successmaker Professional Development date	Prepare computers for Successmaker	Milestone Meeting- report to Superintendent and faculty
Contract with Edvantia for Professional Development dates	Set up class schedule and begin classes	Schoolwide Open House- inform parents and community of SIG goals and desired outcomes.
	Review assessment data with teachers	Purchase materials to support the gaps provided in data results.

OCTOBER 2011	NOVEMBER 2011	DECEMBER 2011
Continue instruction, tutoring, and reading strategies	Individualized training (monitoring, modeling) from Advantia	Continue instruction
Continue to purchase materials	Inform faculty of techniques being explored	District support team meeting- report to superintendent
District Support Team meeting		Milestone meeting- report to superintendent and faculty
Review data results from Successmaker		Share mid-year reports with parents
Individualized training from Edvantia		

JANUARY 2012	FEBRUARY 2012	MARCH 2012
Professional Development activities with entire faculty- assess progress	Review Successmaker data	Milestone meeting-report to superintendent and faculty
Leadership committee meeting to review End of Course data	Order materials to support weaknesses show on assessment data	Professional development activities provided to faculty
Grade level planning session to review data and monitor and adjust program	District Support team data	Grade level team meeting to review data and give suggestions on how to improve instruction
District Support Team meeting		Order materials for intervention

APRIL 2012	MAY 2012	JUNE 2012
Continue instruction	Send home end of year reports	Milestone meeting-report to superintendent and faculty
Edvantia assisting individual teachers through mentoring and monitoring	Evaluation of year 2 of the School Improvement Grant activities	End of Year Reports
Share data with entire faculty		
Present information to Sequatchie County Board of Education		

SCMS Timelines and Milestones  
July 1, 2012 – June 30, 2013

JULY 2012	AUGUST 2012	SEPTEMBER 2012
Contract with School Improvement Grant Coordinator	Meeting with District Support Team- report to Superintendent	Share data results with entire faculty
Purchase 11 Computers for	Conduct Professional	Small group training

computer lab	Development and Discovery Education for faculty	
Set up Pearson's Successmaker Professional Development date	Prepare computers for Successmaker	Milestone Meeting- report to Superintendent and faculty
Contract with Edvantia for Professional Development dates	Set up class schedule and begin classes	Schoolwide Open House- inform parents and community of SIG goals and desired outcomes.
	Review assessment data with teachers	Purchase materials to support the gaps provided in data results.

OCTOBER 2012	NOVEMBER 2012	DECEMBER 2012
Continue instruction, tutoring, and reading strategies	Individualized training (monitoring, modeling) from Advantia	Continue instruction
Continue to purchase materials	Inform faculty of techniques being explored	District support team meeting- report to superintendent
District Support Team meeting		Milestone meeting- report to superintendent and faculty
Review data results from Successmaker		Share mid-year reports with parents
Individualized training from Edvantia		

JANUARY 2013	FEBRUARY 2013	MARCH 2013
Professional Development activities with entire faculty- assess progress	Review Successmaker data	Milestone meeting- report to superintendent and faculty
Leadership committee meeting to review End of Course data	Order materials to support weaknesses show on assessment data	Professional development activities provided to faculty
Grade level planning session to review data	District Support team data	Grade level team meeting to review data

and monitor and adjust program		and give suggestions on how to improve instruction
District Support Team meeting		Order materials for intervention

APRIL 2013	MAY 2013	JUNE 2013
Continue instruction	Send home end of year reports	Milestone meeting-report to superintendent and faculty
Edvantia assisting individual teachers through mentoring and monitoring	Evaluation of year 3 of the School Improvement Grant activities	End of Year Reports
Share data with entire faculty		End of Grant Report
Present information to Sequatchie County Board of Education		

*ARRA Fraud Notice*

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1 5/27/2010 Submission Date

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

4 LEA Name Sequatchie County Schools

5 LEA # 770

School Improvement Grant 1003(g) 2010-2013	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	Sequatchie Co. Middle	Sequatchie Co. Middle	Sequatchie Co. Middle	Sequatchie Co. High	Sequatchie Co. High	Sequatchie Co. High
				SIG: Budget 2010-2011	SIG: Budget 2011-2012	SIG: Budget 2012-2013	SIG: Budget 2010-2011	SIG: Budget 2011-2012	SIG: Budget 2012-2013
ENTER Total District SIG Grant in the cell to the left. Check this amount against Column D, Line 10 If the amounts are the same, your budget is balanced. If the amt.in Col. D, Line 10 is MORE than the amt. in Col. B, Line 7: you are over budget-reduce expenses If the amt. in Col D, Line 10 is LESS than the amt. in Col. B, Line 7: you are under budget-increase expenses									
FY10 LEA/School Status				School Improvement 1			School Improvement 1-Improving		
1,000,000.00	500,000.00	0.00	0.00	66,666.67	66,666.67	66,666.66	100,000.00	100,000.00	100,000.00
FY 2010 SI Grant Award/Allocation									
If Tier I or Tier II school, model being implemented:									
Check: should be zero (Award/Allocation minus Expenditures)				143,407.33	0.00	0.00	0.00	0.00	0.00

Appropriations

Account Number/ Line Item Number	REGULAR INSTRUCTIONAL EDUCATION	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	Sequatchie Co. Middle SIG: Budget 2010-2011	Sequatchie Co. Middle SIG: Budget 2011-2012	Sequatchie Co. Middle SIG: Budget 2012-2013	Sequatchie Co. High SIG: Budget 2010-2011	Sequatchie Co. High SIG: Budget 2011-2012	Sequatchie Co. High SIG: Budget 2012-2013
71100	Line Item Description										
18 71100 / 116	Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
19 71100 / 117	Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
20 71100 / 127	Career Ladder Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
21 71100 / 128	Homebound Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
22 71100 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
23 71100 / 163	Educational Assistants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
24 71100 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
25 71100 / 195	Certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
26 71100 / 198	Non-certified Substitute Teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
27 71100 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
28 71100 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
29 71100 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
30 71100 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
31 71100 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
32 71100 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
33 71100 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
34 71100 / 299	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
35 71100 / 311	Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
36 71100 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
37 71100 / 336	Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
38 71100 / 356	Tuition	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
39 71100 / 369	Contracts for Substitute Teachers -Certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
40 71100 / 370	Contracts for Substitute Teachers Non-certified	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
41 71100 / 399	Other Contracted Services	60,000.00	30,000.00	0.00	0.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
42 71100 / 429	Instructional Supplies & Materials	266,178.00	133,089.00	0.00	0.00	26,800.00	26,800.00	26,800.00	17,563.00	17,563.00	17,563.00
43 71100 / 449	Textbooks	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
44 71100 / 499	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
45 71100 / 535	Fee Waivers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
46 71100 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
47 71100 / 722	Regular Instruction Equipment	323,406.00	161,703.00	0.00	0.00	10,857.00	10,857.00	10,857.00	43,044.00	43,044.00	43,044.00
48											
49 71100	Subtotal REGULAR INSTRUCTIONAL EDUCATION	649,584.00	324,792.00	0.00	0.00	42,657.00	42,657.00	42,657.00	65,607.00	65,607.00	65,607.00

1 5/27/2010 Submission Date

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

4 LEA Name Sequatchie County Schools

5 LEA # 770

Account Number/ Line Item Number	SUPPORT SERVICES/ OTHER STUDENT SUPPORT	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	Sequatchie Co. Middle SIG: Budget 2010-2011	Sequatchie Co. Middle SIG: Budget 2011-2012	Sequatchie Co. Middle SIG: Budget 2012-2013	Sequatchie Co. High SIG: Budget 2010-2011	Sequatchie Co. High SIG: Budget 2011-2012	Sequatchie Co. High SIG: Budget 2012-2013
89	<b>72130</b>	Line Item Description									
90	72130 / 117	Career Ladder Program	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
91	72130 / 123	Guidance Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
92	72130 / 124	Psychological Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
93	72130 / 127	Career Ladder - Extended Contracts	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
94	72130 / 130	Social Workers	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
95	72130 / 135	Assessment Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
96	72130 / 161	Secretary(s)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
97	72130 / 162	Clerical Personnel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
98	72130 / 164	Attendants	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
99	72130 / 170	School Resource Officer	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
100	72130 / 189	Other Salaries & Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
101	72130 / 201	Social Security	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
102	72130 / 204	State Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
103	72130 / 206	Life Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
104	72130 / 207	Medical Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
105	72130 / 208	Dental Insurance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
106	72130 / 210	Unemployment Compensation	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
107	72130 / 212	Employer Medicare	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
108	72130 / 299	Other Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
109	72130 / 307	Communication	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
110	72130 / 309	Contracts with Government Agencies	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
111	72130 / 311	Contracts with Other School Systems	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
112	72130 / 322	Evaluation & Testing	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
113	72130 / 330	Operating Lease Payments	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
114	72130 / 336	Maintenance & Repair Services - Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
115	72130 / 348	Postal Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
116	72130 / 355	Travel	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
117	72130 / 399	Other Contracted Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
118	72130 / 499	Other Supplies & Materials	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
119	72130 / 524	In-Service/Staff Development	332,722.00	166,361.00	0.00	22,953.67	22,953.67	22,953.66	32,500.00	32,500.00	32,500.00
120	72130 / 599	Other Charges	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
121	72130 / 790	Other Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
122											
123	72130	Subtotal OTHER STUDENT SUPPORT	189,314.67	166,361.00	0.00	22,953.67	22,953.67	22,953.66	32,500.00	32,500.00	32,500.00

1 5/27/2010 Submission Date

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

4 LEA Name Sequatchie County Schools

5 LEA # 770

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

1 5/27/2010 Submission Date

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

4 LEA Name Sequatchie County Schools

5 LEA # 770

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

1 5/27/2010 **Submission Date**

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

4 **LEA Name** Sequatchie County Schools

5 **LEA #** 770

Account Number/ Line Item Number	OTHER USES/ TRANSFERS OUT AND INDIRECT COST	School Improvement Grant 1003(g)	Districtwide School Improvement Grant Title I-1003 (g) funds 2010-2011	Districtwide School Improvement Grant Title I-1003 (g) funds 2011-2012	Districtwide School Improvement Grant Title I-1003 (g) funds 2012-2013	Sequatchie Co. Middle SIG: Budget 2010-2011	Sequatchie Co. Middle SIG: Budget 2011-2012	Sequatchie Co. Middle SIG: Budget 2012-2013	Sequatchie Co. High SIG: Budget 2010-2011	Sequatchie Co. High SIG: Budget 2011-2012	Sequatchie Co. High SIG: Budget 2012-2013
293	<b>99100</b>										
	Line Item Description										
294	99100 / 504	Indirect Cost	17,694.00	8,847.00	0.00	0.00	1,056.00	1,056.00	1,056.00	1,893.00	1,893.00
		Cumulative Transfers TO Other Federal Projects (INCLUDING Consolidated Administration) (Expenditure(s) FROM this Title/Project)									
295	99100 / 590		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
296											
297	99100	Subtotal TRANSFERS OUT AND INDIRECT COST	17,694.00	8,847.00	0.00	0.00	1,056.00	1,056.00	1,056.00	1,893.00	1,893.00
298											
299		<b>Total Appropriations</b>	856,592.67	500,000.00	0.00	0.00	66,666.67	66,666.67	66,666.66	100,000.00	100,000.00

Comments: