

**School Improvement Grant (SIG) 1003(g)
LEA Application
Round 3**



**Mississippi Department of Education
Office of School Improvement
359 North West Street, Suite 213
Jackson, Mississippi 39201**

**Contact: Dr. Sonja J. Robertson
Phone: 601-359-1003
Fax: 601-576-2180**

Issue Date: July 13, 2017

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INSTRUCTIONS

Overview of the School Improvement Grant Application

The Federal FY2015/FY2016 School Improvement Grant (SIG) Local Education Agency (LEA) Application consists of four parts: the LEA Plan Overview, the School Proposal, SIG Budgets, and requested appendices. An LEA applying for multiple schools will submit for each applicant school an LEA Plan Overview, a *unique* School Proposal, SIG Budgets, and appropriate appendices. (For example, if an LEA is going to apply for three schools, the LEA will submit 3 identical LEA Plan Overviews, 3 unique School Proposals, 3 unique SIG Budgets, and 3 sets of appendices.) With every LEA Application, an LEA must provide a completed Mississippi Department of Education (MDE)-formatted cover page, the FY 2015/2016 1003(g) checklist, and a signed copy of the LEA Assurances. All of these documents can be found in the LEA Application.

Overview of LEA Application Toolkit

The LEA Application Toolkit has been created to assist LEAs in developing high-quality applications. Some tools in the Toolkit should be attached to the LEA Application as appendices. Other tools are for planning or information only. The following tools should be completed and submitted with the LEA Application in the appendices:

- ✓ SIG Stakeholder Consultation Sign-In
- ✓ Request for Proposal
- ✓ Memorandum of Understanding
- ✓ Performance Framework

APPLICATION PROCESS AND TIMELINE

The School Improvement Grant application process is as follows:

- *Application Released*—MDE will release the final LEA application upon approval of the application by the U.S. Department of Education.
- *Informational Webinar*—MDE will host an informational webinar for school board members, superintendents, principals, and other district leaders of eligible LEAs of the School Improvement Grant funding opportunity and grant requirements.
- *School Improvement Grant Requirements and LEA SIG Application Training*—MDE will provide training to LEAs on the SIG requirements and the LEA Application.
- The ***Intent to Submit Proposal Form*** is due on **Friday, July 21, 2017**. Failure to submit the form will not prevent applicants from submitting proposals in response to the Request for Proposals. **However, given the source of the funds supporting this competition, each superintendent of eligible schools is asked to submit a letter of intent for documentation.** The intent to submit proposal should be sent via email to Sonja Robertson at SIG@mde.k12.org
- *Needs Assessment*—Before submitting a proposal, LEAs must ensure that the required needs assessment has been conducted by summarizing and attaching the needs assessment information from the Mississippi Comprehensive Automated Performance-Based System (MCAPS), the online tool used to complete the Consolidated Federal Programs Application.
- *Application Submission*— The LEA must submit five (5) typed applications and five (5) electronic copies saved individually to a CD or a USB Flash drive in “read only” PDF format. Each CD or USB Flash drive must be clearly labeled to indicate the district name, application name, and the due date of the application. By submitting each CD or USB Flash drive, the district is assuring that the information contained in the application and the electronic version are one in the same and the MDE may use either for evaluation purposes. The LEA must submit the application by 3:30 P.M., **Thursday, August 24, 2017**, to the following address:

Deliver Proposals to:

Lorraine Wince
Office of Procurement
Mississippi Department of Education
School Improvement Grant
Central High School Building, Suite 307
359 North West Street
Jackson, MS 39201
(DO NOT OPEN)

Mail Proposals to:

Lorraine Wince
Office of Procurement
Mississippi Department of Education
School Improvement Grant
Post Office Box 771
Jackson, MS 39201-0771
(DO NOT OPEN)

Ship Proposals to:
(FedEx, UPS, etc.)

Lorraine Wince
Office of Procurement
Mississippi Department of Education
School Improvement Grant
359 North West Street
Jackson, MS 39201
(DO NOT OPEN)

- *Application Review*—MDE will recruit a panel of qualified internal and external reviewers to evaluate applications based on MDE-created rubrics. These reviewers will determine which school proposals qualify for a final interview round.
- *Interview Round*—A small team of MDE staff and external reviewers will interview school teams with qualifying proposals from the application review. Based on the results of the interview round, interviewers will determine which school proposals should be recommended for funding. Recommended school proposals will then be prioritized based on the SEA prioritization criteria.
- *Grant Awards*—Using the prioritized list of recommended school proposals, MDE will award grants to LEAs based on a funding methodology approved by the Mississippi State Board of Education.

This grant process will align with the following timeline:

Month	Action
July 13, 2017	<ul style="list-style-type: none">• LEA Application Released
July 21, 2017	<ul style="list-style-type: none">• Letter of Intent Due
August 24, 2017	<ul style="list-style-type: none">• Applications submitted to MDE
August 2017 – September 2017	<ul style="list-style-type: none">• District applications reviewed/Interviews
October 2017	<ul style="list-style-type: none">• Grant awards recommended to State Board of Education for approval• LEAs will be notified about their award status• LEA grants awarded for up-to-four years
October 2017	<ul style="list-style-type: none">• Planning/Pre-Implementation
January 2018	<ul style="list-style-type: none">• LEAs begin Year 1 of full implementation
August 2018	<ul style="list-style-type: none">• LEAs begin Year 2 full implementation
August 2019	<ul style="list-style-type: none">• LEAs begin Year 3 full implementation

Month	Action
August 2020	<ul style="list-style-type: none"> LEA begins Year 4 and Sustainability Year

RESPONSIBILITY OF THE APPLICANT

The LEA is responsible for ensuring that the proposal is delivered by the deadline and assumes all risks of delivery.

At the time of receipt of the proposal, the proposals will be date stamped, and recorded in Suite 307 of Central High School Building.

Incomplete proposals will not be evaluated and will not be returned for revisions. No late, faxed, or e-mailed copies or attachments will be accepted.

Proposals and modifications received after the time set in the proposal will be considered **late** will be accepted but will not be considered for an award.

Proposals that do not include the required signatures, copies and CD or USB Flash Drive will not be evaluated.

QUESTIONS

Questions concerning the RFP should be sent to SIG@mdek12.org. The deadline for submitting **written** questions by email is **Wednesday, July 26, 2017**. Responses will be provided **only to written questions**. Copies of all questions submitted and responses will be posted to MDE's website under the Public Notice section and the Office of School Improvement homepage: <http://www.mdek12.org/OSI> which will be available to the general public on **Monday, July 31, 2017**. **No individual responses will be sent.**

ACCEPTANCE OF PROPOSALS

The MDE reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation from the RFP that does not affect the proposal, give one applicant an advantage or benefit not enjoyed by other applicants, or adversely impact the interest of the MDE. Waivers, when granted, shall in no way modify the RFP requirements or excuse the party from full compliance with the RFP specifications and other grant requirements if the party is awarded the grant.

REJECTION OF PROPOSALS

The MDE shall reject proposals that do not conform to the requirements of this RFP. Proposals will be rejected for reasons that include, but are not limited to, the following:

- The proposal does not contain the required eligibility components;
- The proposal contains unauthorized amendments to requirements of the RFP;
- The proposal is conditional;
- The proposal is incomplete or contains irregularities that make the proposal indefinite or ambiguous;
- The proposal contains false or misleading statements or references;
- The proposal does not meet all requirements of the RFP;
- The proposal is submitted and does not include five (5) typed, printed copies
- The proposal is submitted without an electronic copy saved individually to five (5) CDs or USB Flash Drives in a PDF format;

- The proposal is not submitted by the designated deadline;
- The proposal's LEA Assurances are not signed by authorized representative(s) of the applicant; or
- The applicant has previously been cited with major and or significant deficiencies by the MDE in one or more programs.

DISPOSITION OF PROPOSALS

All proposals become the property of the State of Mississippi.

CRITERIA FOR EVALUATION OF PROPOSALS

Proposals submitted by the specified time in the specified format and containing the parts described in the application process and timeline section shall be evaluated by an Evaluation Committee selected by the MDE. Evaluation will be according to the School Improvement Grant (SIG) RFP Rubric which will be released at the same time as this application.

Application review will take place in three (3) stages.

Stage 1: The first part of each application will be reviewed for eligibility according to the rubric. If applicants are deemed not eligible, the application will not be reviewed by the team of reviewers and will be disqualified.

Stage 2: Reviewers will score each eligible application using the rubric. Rubric scores for the LEA Plan Overview, each of the three parts, and the budget will be added to determine which applicants will make it to the interview round.

Stage 3: Finalists will be invited to an interview round. Interview scores will be added to the rubric scores to determine a final ranking. MDE will fund applications in the order of their rank until funds are exhausted. ***The MDE reserves the right to examine proposed expenditures and request modifications to proposals that make it to the interview round.***

**SCHOOL IMPROVEMENT GRANT (SIG) FY2015/FY2016 1003(g)
INTENT TO SUBMIT PROPOSAL FORM
2017**

(Must be completed for each district with eligible schools).

Section 1003(g) of ESEA authorizes the Secretary to award school improvement grants to State Educational Agencies (SEAs). Title I School Improvement Grants will provide states and districts the funds necessary to leverage change and turnaround schools.

Please complete and submit this form which allows the MDE to appropriately plan for the evaluation process.

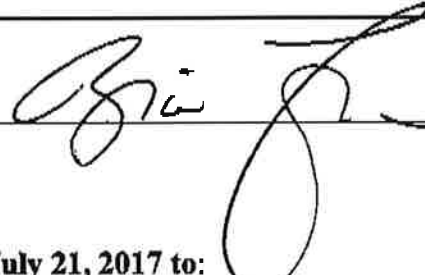
DISTRICT: Forrest Count School District
ADDRESS: 400 Forrest Street Hattiesburg, MS 39402
PHONE NUMBER: 601-545-6055

Yes, my eligible school(s) will apply. X

No, my eligible school(s) will **not** apply.

If the response if no, please provide explanation: _____

SUPERINTENDENT'S SIGNATURE: _____



DATE OF SUBMISSION: 7/19/17

Please complete this form and return by **July 21, 2017** to:

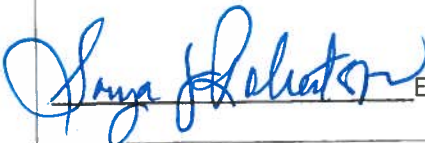
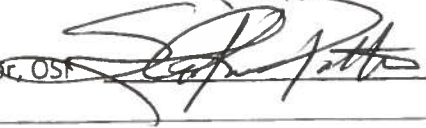
**Dr. Sonja Robertson
Office of School Improvement
P.O. Box 771, Suite 213
Jackson, Mississippi 39205**

Fax to: **Dr. Sonja Robertson
Office of School Improvement
601-576-2180**

E-mail to: SIG@mde.k12.ms.us

Questions regarding the School Improvement Grants (SIG) should be directed to:
SIG@mde.k12.ms.us.

COVER PAGE

District Name: Forrest County School District District State Code: 1800 District NCES Identification Code: 2801490			
Address: 400 Forrest St., Hattiesburg, MS 39401			
District Contact: Brian Freeman		Phone: 601-545-6045	
Email: brfreeman@forrest.k12.ms.us		Fax: 601-545-6054	
School(s) Served— Official School Name and School Code:	NCES Identification Code:	Intervention Model:	Total Allocation Request:
Earl Travillion	2801490-00221	Transformation	
		Select one...	
		Select one...	
		Select one...	
		Select one...	
		Select one...	
LEA-Level Allocation Request			
TOTAL LEA REQUEST			
For MDE use only		Date Received: 12/1/17	
Mississippi Department of Education Approval			
 Executive Director, OSI		 Bureau Director, OSI	

1003(g) CHECKLIST

INSTRUCTIONS: Complete a checklist for each applicant school. Failure to include items marked with “*” will cause the application to be rejected. Failure to include items marked with “†” will negatively affect the application’s score.

District: _____ School: _____ Intervention Model: Select one...

Item	For LEA use	For MDE use
Cover Page* Five (5) CDs or five (5) USB Flash Drives (5) Copies of the completed paper application	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> 5 CDs or USB Flash Drives with saved PDF copy of completed proposal included and each one labeled. <input type="checkbox"/> 5 Copies of the complete Printed Application	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> Not completed or not attached.
LEA Assurances* <i>Include all pages 11-17</i>	<input type="checkbox"/> Signed by <u>all</u> requested individuals and attached.	<input type="checkbox"/> Signed copy attached. <input type="checkbox"/> Copy not signed by all requested individuals. <input type="checkbox"/> Copy not attached.
LEA Plan Overview* <i>Complete and attach identical copy of the LEA Plan Overview for each applicant school.</i>	<input type="checkbox"/> Copy attached.	<input type="checkbox"/> Copy attached. <input type="checkbox"/> Copy not attached.
School Proposal* <i>Complete and attach a unique School Proposal for each applicant school.</i>	<input type="checkbox"/> Unique proposal attached.	<input type="checkbox"/> Unique proposal attached. <input type="checkbox"/> Attached proposal is not unique (for a different school). <input type="checkbox"/> Proposal not attached.
Appendices† <i>Complete and attach the checklist of appendices within the LEA Application. Also, attach all relevant appendices in the order appearing on the checklist.</i>	<input type="checkbox"/> Checklist completed and attached. <input type="checkbox"/> All relevant appendices attached.	<input type="checkbox"/> Checklist completed and attached. <input type="checkbox"/> All relevant appendices attached. <input type="checkbox"/> Some or all appendices are missing.
SIG Budgets* <i>Complete and attach the SIG Budget pages for each applicant school.</i>	<input type="checkbox"/> Completed and attached.	<input type="checkbox"/> All budget pages completed and attached and relevant. <input type="checkbox"/> Missing one or more budget years. <input type="checkbox"/> Budget pages attached do not correspond to school proposal.
FY2015/FY2016 1003(g) Checklist	<input type="checkbox"/> Completed and attached.	<input type="checkbox"/> Completed and attached.
FOR MDE USE ONLY Notes: _____ _____		

LEA ASSURANCES

Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Mississippi Department of Education (MDE); therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA must sign and return a copy of the following assurances as part of its application.

School Improvement Grant (SIG) 1003(g) Assurances

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in each priority and focus school that the LEA commits to serve consistent with the final requirements. LEA implementation of intervention models should adhere to all regulations in accordance with the final requirements for School Improvement Grants under section 1003(g) of Title I of the Elementary and Secondary Education Act (<https://www.gpo.gov/fdsys/pkg/FR-2015-02-09/pdf/2015-02570.pdf>).
2. The LEA will establish annual goals for student achievement on the State'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 priority and focus school that it serves with school improvement funds.
3. The LEA will report to the SEA the school-level data that is required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
 - Number of minutes within the school year and school day;
 - Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
 - Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
 - Dropout rate;
 - Student attendance rate;
 - Discipline incidents;
 - Chronic absenteeism;

- Distribution of teachers by performance level on the LEA teacher evaluation system;
- Teacher attendance rate;
- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup;
- Average scale scores on State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
- Percentage of limited English proficient students who attain English language proficiency;
- School improvement status and AMO targets met and missed;
- College enrollment rates; and
- Graduation rate.

MDE will make grant renewal decisions for each school based on whether the school has satisfied requirements for meeting its annual performance targets for leading and achievement goals. Schools must meet the following:

- *Leading Indicators*—A school must meet 5 of 9 leading indicator goals.
- *Achievement/Lagging indicators*—The school must meet or make progress towards meeting achievement goals.

MDE may grant exceptions to this rule only if highly unusual, extenuating circumstances occur.

4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.

State Assurances and Other Federal Assurances:

The LEA will establish an LEA-based School Improvement Office that will be responsible for taking an active role in the day-to-day management of turnaround efforts at the school level in each identified priority school to be served by the application and for coordinating with the SEA.

The LEA commits that School Improvement Grant (SIG) funds will not be used to support district-level activities for schools that are not receiving SIG funds.

The LEA/grantee assures that it will adhere to all grant requirements and monitor the status of school level grant implementation.

The LEA grantee understands that future funding opportunities may be hindered if this or any grant or contract with MDE has not been fulfilled and/or if required reports are not submitted in a timely fashion.

The LEA/grantee will adhere to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.

The LEA /grantee will adhere to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.

The LEA /grantee will adhere to 2 CFR Part 200 and Part 225, Office of Management and Budget (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards).

The LEA /grantee will assure that salary and wage charges will be supported by proper time reporting documentation to meet the requirements of 2 CFR part 225, OMB Circular A-87.

The LEA/ grantee will assure the use of fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under this program.

The LEA/ grantee will assure that it recognizes that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable state and federal requirements.

Changes

This agreement will not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement and must be confirmed in writing through the Mississippi Department of Education grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the Mississippi Department of Education.

Termination

The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the Mississippi Department of Education shall be liable only for payment in accordance with payment provision of this grant for services rendered prior to the effective date of termination.

The Mississippi Department of Education, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the Mississippi Department of Education and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

Mississippi Department of Education may cancel an award immediately if the State finds that there has been a failure to comply with the provisions of an award, that reasonable progress has not been made or that the purposes for which the funds were awarded/granted have not been or will not be fulfilled.

Either the Mississippi Department of Education or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of the grantee related to the grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the Mississippi Department of Education authorizes their earlier disposition. Grantee agrees to refund to the Mississippi Department of Education any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the actions and resolution of all issues, which arise from it.

Laws

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with the laws of the State of Mississippi.

Legal Authority

The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap, or sex in any manner prohibited by law.

Copyrights

The grantee (i) agrees that the Mississippi Department of Education shall determine the disposition of the title and the rights under any copyright by grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the grantee's opinion be likely to become, the subject of any infringement claim or suite, the grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

Personnel

Grantee agrees that, at all times, employees of the grantee furnishing or performing any of the services specified in this agreement shall do so in a proper, workmanlike, and dignified manner.

Assignment

Grantee shall not assign or grant in whole or in part its rights or obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent shall be void and of no effect.

Availability of Funds

It is expressly understood and agreed that the obligation of the Mississippi Department of Education to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to the Mississippi Department of Education (MDE), the MDE shall have the right upon ten (10) working days written notice to the grantee, to reduce the amount of funds payable to the grantee or to terminate this agreement without damage, penalty, cost, or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.


Mississippi Ethics

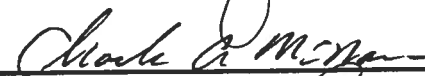
It is the responsibility of the grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the grantee.

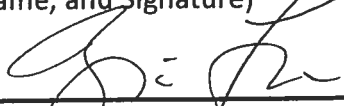
Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations and the participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

The signatures provided represent those authorized to and do bind the applicant to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with the provisions set forth in the Request for Proposal (RFP). Furthermore, the undersigned fully understands and assures compliance with the Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in awarding the contract.

Brian Freeman  8/14/17
Superintendent (Typed Name, and Signature) Date

Charles McMahan  8/14/17
LEA Board President (Typed Name, and Signature) Date

Brian Freeman  8/14/17
Federal Programs Coordinator (Typed Name, and Signature) Date

Ann Mitcham  8/14/17
Business Manager (Typed Name, and Signature) Date

Include all pages, 11-17, in application.

LEA PLAN OVERVIEW

PART I: INTRODUCTION

A. Descriptive Information about the Eligible Schools

Complete the following chart for every eligible school. If the LEA does not intend to apply for a school, select “Not served” in the Selected Intervention column.

SCHOOL NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-2016 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority School</i>	<i>A – F</i>	<i>Turnaround</i>
Earl Travillion	1800—036	2801490-00221	<i>Focus</i>	F	Transformation
Rawls Springs Attendance Center	1800-020	2801490-00219	<i>Focus</i>	F	Not Served
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...
			<i>Select one...</i>	Select one...	Select one...

B. Consultation with Stakeholders

Describe the process by which the LEA consulted with relevant stakeholders regarding the LEA’s application and the LEA’s proposed implementation of school improvement models in its served school(s). ***The LEA must, in particular, demonstrate a robust process for engaging families and the community in the selection of the intervention model and design of the application.***

ETAC strongly believes in incorporating parents and community in the transformation of the school. Over the past two years, the principal has developed a strong P16 Council. This council, composed of parents, community, and staff meet regularly to address school data and school needs. The Council met and discussed the various intervention models and agreed on the use of the transformation model. The agenda, minutes, and sign-in forms are attached in Appendix A. In addition, over the past year the council has made suggestions and provided input on the need for afterschool (extended day) programming as evidenced by the agenda, minutes and sign-in sheets from multiple meetings. The P16 Council met and discussed the intervention model and design of the program on July 26, 2017. Not only did ETAC collaborate with the P16 Council, we also collaborated with parents and other community members at a separate time on July 26, 2017. On this date during registration, the principal met with parents and shared

the grant models and the possibilities available through the grant. Parents were asked for their input on the type of model as well as grant activities. The SIG model was discussed at two staff meetings. One on August 1, 2017 and the other on August 4, 2017. At these meetings the model was chosen (transformation) and the strategies to be included in the grant were discussed and decisions made. Evidence of input is found in Appendix A.

In Appendix A, attach the agenda, minutes, and sign-in form (see LEA Application Toolkit) from the stakeholder consultation.

C. Disclosure of External Party Application Assistance

LEAs must guard against conflicts of interest in cases where grant dollars may later be used for contracts with external parties who assisted in the grant-writing process. In the FY2015/FY2016 application, LEAs must list the names and job titles of all persons who contributed to the grant application. If the LEA collaborated with external parties in the development of this application, the LEA must also list these external parties and their involvement in this application. For this item, external parties are defined as any person who is not a regular employee of the district or of MDE and who may have collaborated on the development of the grant in whole or in part. External parties may be for-profit or non-profit organizations, including institutions of higher education or educational consultants. Even if the external party was not paid for the collaboration, the relationship must still be disclosed.

1. Grant-Writing Team

Describe the make-up of the team writing the grant, including the names and job titles of each person who contributed to the grant application.

Brian Freeman, Superintendent
 Gina Gallant, Chief Operations Officer
 Kristina Pollard, Principal
 Tracye Pierre, Assistant Principal
 Earl Shawna Finley, Interventionist
 Vicki Kibodeaux, Federal Programs Technical Assistance
 Jennifer Ward, Turnaround Officer

2. External Parties Involved in Grant Writing

Did the LEA work with external parties on any part of the LEA Plan Overview or any of the LEA’s school proposal(s)?

X YES

NO

If the LEA marked “YES,” please complete the chart below.

External Party	Role in Application Development
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<p>Dr. Vicki Kibodeaux</p>	<p>Dr. Kibodeaux is a retired Federal Programs Director and provides ongoing federal program support to Forrest County School District. She provided technical assistance in the writing of the grant. Dr. Kibodeaux collaborated with the superintendent, the principal, and school team and wrote the grant based on the input from the team. She worked side-by-side with the principal of Earl Travillion to ensure the written application meets the goals and objectives of the school. Dr. Kibodeaux will not provide any services as part of the SIG implementation and will receive no funds from this grant.</p>

PART II: DISTRICT LEADERSHIP

A. District Governance

1. Policy Analysis and Timeline

Complete the chart below to demonstrate that the LEA has reviewed its policies and eliminated, or has plans to eliminate, any barriers which would prevent the full and effective implementation of the selected intervention models. Examples of relevant policies are provided beneath important policy areas; however, depending on the intervention model chosen, not all policy areas may require a policy change. If a policy does not require a change, please note “no change needed” or “not applicable.” In some cases, an LEA may need to create policies to address new procedures. Any new policies necessary for the SIG process should also be described below. Blank lines are provided for this purpose at the bottom of the chart.

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>School Zones:</u> ✓ Student assignment ✓ Student attendance areas/ school boundaries	No change needed. Per the Superintendent, Mr. Brian Freeman, no policy is impacted by the grant’s implementation. He will advise the School Board of the changes and impact of this topic.		
<u>Time:</u> ✓ School year ✓ School calendar ✓ Extended school year/ summer school ✓ School day ✓ Student arrival and departure time	No policy change needed. Per the Superintendent, Mr. Brian Freeman, no policy is impacted by the grant’s implementation. He will advise the School Board of the changes and impact of this topic.		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> ✓ Administrative personnel time schedules ✓ Instructional personnel time schedules 			
<u>Curriculum:</u> <ul style="list-style-type: none"> ✓ Curriculum development ✓ Summer school programs 	No change needed		
<u>Instruction:</u> <ul style="list-style-type: none"> ✓ Instructional programs ✓ Multi-tiered system of supports ✓ Class size ✓ Grading ✓ Assessment ✓ Use of test results ✓ Lesson plans 	No change needed		
<u>Employment (Hiring):</u> <ul style="list-style-type: none"> ✓ Administrative personnel hiring 	No change needed		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
✓ Teacher/other staff hiring			
<u>Employment (Compensation):</u> ✓ Administrative and teacher compensation guides ✓ Compensation for advanced degrees ✓ Compensation guides/ salary schedules	No change needed since this is not a part of policy. Per the Superintendent, Mr. Brian Freeman, no policy is impacted by the grant's implementation. He will advise the School Board of the changes and impact of this topic.		
<u>Employment (Placement):</u> ✓ Administrative personnel assignment/ re-assignment ✓ Teacher/other staff assignment	No change needed. Per the Superintendent, Mr. Brian Freeman, no policy is impacted by the grant's implementation. He will advise the School Board of the changes and impact of this topic.		
<u>Employment (Career Ladder):</u> ✓ Administrative/ supervisory personnel	No change needed Per the Superintendent, Mr. Brian Freeman, no policy is impacted by the grant's implementation. He will advise the School Board of the changes and impact of this topic.		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> ✓ Organization charts ✓ Instructional personnel—others 			
<u>Employment (Evaluation):</u> <ul style="list-style-type: none"> ✓ Administrative personnel evaluation ✓ Teacher/staff evaluation 	<p>No change needed.</p> <p>Per the Superintendent, Mr. Brian Freeman, no policy is impacted by the grant's implementation. He will advise the School Board of the changes and impact of this topic.</p>		
<u>Employment (Termination):</u> <ul style="list-style-type: none"> ✓ Personnel—suspension ✓ Administrative personnel separation and dismissal ✓ Teacher/ staff separation and dismissal 	No change needed		
<u>Professional Development:</u> <ul style="list-style-type: none"> ✓ Opportunities— all employees 	No change needed		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> ✓ Administrative personnel professional development 			
<u>Student Climate:</u> <ul style="list-style-type: none"> ✓ Attendance ✓ Truancy ✓ Student involvement in decision-making ✓ Student conduct 	No change needed		
<u>Family and Community Engagement:</u> <ul style="list-style-type: none"> ✓ School-community relations ✓ Family involvement ✓ Community involvement in decision-making ✓ Federal programs procedure with complaint resolution 	No change needed		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
✓ Visitors to schools			

2. School Board Approval

Provide evidence of school board approval by attaching as Appendix B the Board's agenda and/or minutes from the relevant meeting. Remember, the signature of the Board President should also appear on the Assurances.

3. External Provider (Educational Consultant) Contracting Process

LEAs are not required to contract with external providers as part of the SIG process. If the LEA plans to contract with external providers (educational consultants) as part of any of its school proposal(s), please answer the following questions to demonstrate a rigorous, evidence-based screening process for external provider (educational consultant) contracting. *Before completing this section, please see the "External Provider (Educational Consultant) Guidance" in the LEA Application Toolkit for important information.*

a) Recruitment of External Providers

How will the LEA recruit external providers (educational consultants)?

Through data analyzation and teacher observation, it is apparent Earl Travillion is in need of assistance in building teacher capacity to provide strong effective Tier I instruction. The LEA will recruit external providers following the MDE External Provider Guidance. RFPs for under \$150,000 will be published on the website and emailed to known providers. At least two signed quotes will be requested. RFPs for over \$150,000 will be published in the newspaper, posted on the website, and emailed to known consultants. The LEA will use the MDE's model Request for Proposal. In addition, all providers will be asked for quantitative data that supports evidence of effectiveness in raising student achievement in other districts with similar demographics to Earl Travillion.

b) Model Request for Proposal

Will the LEA use MDE's model Request for Proposal? Check one.

YES

NO

If not, attach the LEA's model RFP in **Appendix C**. The RFP must include the proposed scope of work potential external provider (educational consultants) must address.

c) Screening, Evaluating, and Selecting External Providers

Describe in detail the LEA's process for screening, evaluating, and selecting external provider (educational consultant) applicants, beginning with the process for developing and releasing the Request for Proposal to finalizing contracts. Include responsible parties and a timeline.

The LEA, working with the school team, will develop the criteria that is expected to provide sustained imbedded professional development. Using the criteria, a rubric will be developed and the RFP will be developed. The MDE model Request for Proposal will be used as will the MDE sample Scoring Rubric. The criteria will include the scope of services, the time frame of

implementation, the evaluation and follow-up, the research-based practices utilized, and the evidence of prior academic improvement in school districts. The RFPs will be distributed to known external providers, posted on the school district website, and ads will be placed in the newspaper if costs exceed \$150,000. If costs are expected to exceed \$150,000, the formal bid process will be followed according to procurement policies. Closing deadlines will be posted and closely followed. The timeline for posting of an RFP will be 10 working days. The responsible party for writing and posting the RFP will be the Turnaround Officer.

Screening of proposals will take place within a week of quote/bid closing. A committee composed of the school principal, Turnaround officer, Superintendent, and Chief Operations Officer will screen the quotes/bids against the rubric and eliminate those applicants who do not meet the qualifications of the bids.

Evaluation of proposals will be done by the same committee (school principal, Turnaround officer, Superintendent, and Chief Operations Officer) as those who screened the bids/quotes. Each bid/quote will be rated against the rubric by each committee member. An average score will be calculated for each applicant. Depending on the number of eligible applicants, the top two or three eligible applicants will be invited for the interview process. The interview process will follow the MDE Lead Partner Interview form.

Following the interview process, the committee will review and discuss the responses from each applicant. Emphasis will be placed on provider capacity to fulfill the requirements of the RFP, proven experiences in schools with similar populations, and research-based activities, instructional strategies, interventions, etc. References will be checked by the Turnaround Officer. Based on the findings, the committee will then determine the external provider to whom the contract should be provided. The ideal time frame from posting of RFP to being ready for Board approval is four weeks.

The Turnaround Officer will contact the determined external provider and advise them of the winning bid/quote. The Turnaround Officer will develop the contract/memorandum of understanding. This contract will be developed following the MDE Memorandum of Understanding model. The Superintendent will present the MOU to the School Board for their approval. After board approval a purchase order will be created. The Turnaround Officer will send the signed contract and purchase order to the provider and work will commence at the school.

If the LEA has interview protocols or evaluation rubrics, attach these in **Appendix C**. An example of an interview protocol can be found in the LEA Application Toolkit.

d) Model Memorandum of Understanding

Will the LEA use MDE's model Memorandum of Understanding (MOU) for external providers (educational consultants)?

X YES

NO

If not, attach the LEA’s model Memorandum of Understanding as part of **Appendix C**. The MOU must include the following components:

- details of how the LEA will regularly review and evaluate the services provided by external providers (educational consultants), including holding quarterly meetings with external providers at a minimum, and
- the criteria which the LEA will use in determining whether to re-hire the external provider (educational consultant) for continued services.

B. District Capacity for Selected Interventions

Answer the following questions to demonstrate that the LEA has the capacity to support its portfolio of proposed school reforms.

1. Experience Successfully Managing and Implementing Competitive Grants

Describe the LEA’s previous successful experience managing and implementing competitive grants. Provide evidence that the grant produced positive student outcomes.

Even though the district has received no other competitive grants, Forrest County School District and Earl Travillion Attendance has shown evidence of successful implementation of the School Improvement Grant 1003a. Since the principal has been in place, the school showed growth as follows:

	2015	2016	2017 Preliminary
School Letter Grade	F	F	D
School Points (700 scale)	PARCC 286*	MAAP 243	MAAP 297

*MAP and PARCC results comparisons are technically supported; however, scaling of each assessment is different, so the point values do not reflect growth. The first year the principal was on campus (FY16) the primary focus was placed on changing the culture and expectations of the school, which included an emphasis on discipline. As a result, discipline decreased from 219 incidents of inappropriate behavior in FY15 to 108 in FY16 and 33 in FY17. In FY 15, Continued Level 1 Behavior incidents numbered 675, in FY16 they were 540, and in FY17 they numbered 166. As student behaviors changed and teacher consistency with rules and procedures changed, the classrooms became more conducive to student learning. The screener data and the preliminary results from the FY17 MAAP reflect the improved achievement.

The school just recently received a competitive MAAE Arts in Academics Residency Program grant for \$400. Since the grant has just been received, there is no data to support student outcomes. Other than this grant neither the LEA nor the school have received or implemented any competitive grants in recent years. However, the Forrest County School District has implemented and managed the Title grants, Special Education, and E-Rate grants that are available through the Mississippi Department of Education. This is evidenced through

successful monitoring of the programs.

2. District Leadership on SIG

Explain the role that district executive leadership, i.e., the Superintendent or Conservator, will have in implementing the intervention model.

The Superintendent is committed to the transformation model at ETAC. He was working towards this model when he employed the current principal, and he has supported the principal as she has transferred or removed teachers unwilling to buy into the vision of the school. He accepts ultimate responsibility for ensuring the activities outlined in the grant will be carried out at the school. The Superintendent meets monthly with the principal and reviews data formative, and when available, summative data. He monitors the goals and activities to ensure progress is being made.

The Chief Operations Officer is responsible for ensuring a highly qualified pool of employees and that staff is properly employed. In addition, she ensures the instructional plan is meeting state standards and that sufficient and appropriate curricula resources are available.

The Technology Director will work closely with the principal to ensure the technology infrastructure is appropriate and available for the instructional needs of the school to carry out the goals and objectives of the grant.

The Federal Programs Director (Superintendent) and Assistant will provide all technical assistance necessary to coordinate and implement the financial aspects of the grant. This department will process purchase orders and coordinate the appropriate contractual obligations of outside vendors.

The Business Manager will provide assistance in the budgeting process, especially for employee salaries dedicated to the grant activities. In addition, she will be responsible for ensuring fiscal processes meet all district and federal requirements.

The District Turnaround Officer will be responsible for day-to-day oversight of the grant implementation. This individual will be responsible for meeting with the principal at least two times a week to review data and monitor grant implementation progress toward meeting goals, performing classroom observations, analyzing data, and providing constructive feedback.

3. LEA Role in Supporting and Monitoring Implementation

How will the LEA establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics?

Annual goals are established based upon the SMART goal method. The goals are specific, measurable, achievable, realistic (results-focused), and timely. The district leadership team in conjunction with the principal will look at baseline data (2017 scores) and set goals accordingly. The team believes that students rise to the expectation and that goals need to be ambitious but realistic. The team will look at the scores and consider the teacher capacity and instructional supports prior to setting the goals. The team will set goals based on a point increase.

What policies and procedures will be instituted to enable the LEA to provide adequate resources and related support and internally monitor implementation, specifically the school's progress in meeting the leading indicators?

No policies will need to be written, however, a District Turnaround Officer will be appointed by the district to oversee and provide support to the school to monitor the implementation and progress of the grant. This individual will be responsible for meeting with the principal at least two times a week to review data and monitor grant implementation progress toward meeting goals, performing classroom observations, analyzing data, and providing constructive feedback. The principal and the District Turnaround Officer will review the school's leading indicators on a weekly basis and assess the progress towards meeting the goals. The Turnaround Officer will assist the principal on reviewing and writing any procedures necessary for fulfilling the implementation of the grant. Procedures that will be reviewed and revised may include monitoring of attendance at Saturday school and check-in and check-out of extended day hours.

Who at the district-level will be responsible for monitoring implementation?

The District leadership team (described in #2 above), led by the superintendent, will be ultimately responsible for ensuring the implementation of the grant is taking place with fidelity. However, the District Turnaround Officer will be the direct contact and responsible for monitoring the implementation. As described above, this individual will be responsible for meeting with the principal at least two times a week to review data and monitor grant implementation progress toward meeting goals, perform classroom observations, analyze data, and provide constructive feedback. The principal and the District Turnaround Officer will review the school's leading indicators on a weekly basis and assess the progress towards meeting the goals.

How often will internal monitoring take place, especially in regards to evaluating the school's progress in meeting the leading indicators?

Monitoring on the district level will take place weekly. The District Turnaround Officer will monitor the leading indicators (discipline, attendance, teacher absences, formative assessments, etc.) on a weekly basis. In addition, she will visit the school and observe classrooms and attend leadership meetings at least twice a week. The Turnaround Officer will share the information with the superintendent. This information along with principal provided data will be discussed in the individual monthly superintendent meeting.

What corrective actions will be taken if the LEA's internal monitoring shows that the school is not on-track to meet its leading indicators?

If leading indicator progress is not being observed, the Turnaround Officer and Superintendent will meet with the principal to discuss the data. Decisions as to what form of corrective actions will be made at that time. Depending on the leading indicator and lack of progress, corrective action may range from increased district-level monitoring to a change in program or personnel.

The principal will share the information with the school leadership team and the teachers and follow-through with the changes on campus and monitor progress.

4. District-Level Personnel with a Track Record of Success in School Improvement

Name and describe school- or district-level personnel who will be involved with the SIG process who have a track record of success in improving student achievement. ***At least one district-level staff member must serve as the School Turnaround Officer to provide oversight of implementation.*** Include the most recent accountability label of any school under the direct management of school- or district-level personnel listed here. For personnel without prior administrative experience, include the criteria in which the district will measure their track record of success in improving student achievement.

The Superintendent, Mr. Brian Freeman, has been superintendent of Forrest County School District since January 2012. In May of 2012, the district was rated a C. In 2013, the district was rated B. All schools were under the waiver for the next year. The year after the waiver was lifted, Forrest County Schools was still a B district.

The Chief Operations Officer, Mrs. Gina Gallant, has shown a track of record of success. As principal of Dixie Attendance Center, the school was rated a Level 5 school. As Chief Operating Officer she has been responsible for supplying a highly effective pool of employees to the schools as evidenced by the district having 100% of positions filled at the beginning of the school year. In addition, she has a track record of improving student achievement through the management of curriculum and instruction evidenced by the district holding a B rating.

The Technology Director, Mr. Chris Hill, has a track record of success as he has managed the e-rate grant with fidelity and worked diligently to ensure each school has working up-to-date equipment and strong infrastructure. This is evidenced by the smooth implementation of online testing, the quantity of and appropriateness of technology in the district, and the staff available to troubleshoot technology problems on campus. In addition, Mr. Hill has had a 100% rating on the Child Internet Protection Act (CIPA) with no findings.

The Federal Programs Director (Superintendent) and Assistant, Teresa Carter, have a track record of success in implementing and monitoring federal programs grants as evidenced by the lack of major monitoring citations and the proper adherence to federal, state and local guidelines for fiscal and procurement processes. The use of Title funds have been shown to be effectively administered and properly used along with being successful at raising student achievement as evidenced by the B rating for the school district.

The Business Manager, Mrs. Ann Mitcham, has a track record of success as evidenced by the lack of major audit findings and the proper adherence to federal, state and local guidelines for fiscal and procurement processes.

The District Turnaround Office, Mrs. Jennifer Ward, was a principal of an A rated high school,

Sumrall High School, prior to being recruited by the Superintendent to Forrest County. At Forrest County one of her responsibilities included oversight for the SOARS school improvement implementation. She ensured all schools properly followed the requirements and processes of SOARS as evidenced by programs in SOARS. In addition, she was also responsible for curriculum and instruction in the schools as evidenced by the district B rating. This past year she provided on-site assistance to the principal at Rawls Springs Attendance Center. Under her leadership, Rawls Springs grew from 256 points to a preliminary 411 points with a 5% growth rate in the bottom quartile.

The Earl Travillion principal, Mrs. Kristina Pollard, was assistant principal (2008-2011) at Horn Lake Middle School. While there, she was the administrator responsible for teaching and learning, and the school moved from low performing to successful. She then moved to Horn Lake High as the administrator responsible for teaching and learning, she increased the passing rate for Biology and English II. In the two years at Earl Travillion, she has moved the school from a low F to high F. The 2015 test was PARCC and should not be compared to MAAP for clear point comparison. From 2016 to 2017, she grew the school 54 points. In addition, there has been significant growth on the Third Gate Gate (reading proficiency of 3rd graders). Mrs. Pollard grew the scores from 61% in 2015 to 75% in 2016 to 91.7% in 2017.

5. History of Conservatorship and/or Failing Schools

Is the LEA currently under conservatorship?

YES

X NO

Has the LEA recently (within the last 5 years) emerged from conservatorship?

YES

X NO

Has the LEA or any school within the LEA been rated as "F" for two consecutive years?

X YES

NO

If the LEA or any school within the LEA has been rated as "F" for two consecutive years, list the LEA's 2014-2015 accountability label and each applicant school that has been rated as "F" for two consecutive years.

Forrest County School District rating was a B for 2014-2015 and a B for 2015-2016. The district is projected to be a B for 2016-2017.

Earl Travillion Attendance Center has been rated an F for 2014-2015 and 2015-2016. The school is projected to be a D for 2016-2017.

6. Schedule of Findings and Questioned Costs

Attach the LEA's Schedule of Findings and Questioned Costs from the most recent audit as Appendix D.

7. Schoolwide Plan and Priority or Focus School Action Plan, As Applicable

Attach a copy of the relevant Schoolwide Plan as well as a copy of your aligned Priority or Focus School Action Plan from MS-SOARS, if applicable, as part of Appendix D.

8. Previous SIG Experience

Has any school in the LEA previously received a School Improvement Grant?

YES

X NO

List the schools in the LEA that previously received a School Improvement Grant as well as the number of years awarded and the amounts.

0 schools have received a School Improvement Grant

C. Sustainability

An important consideration for MDE is whether the LEA will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe how the LEA, from a *district-level perspective*, will support the sustainability of reforms.

It is anticipated and expected that as the grant is implemented with fidelity, student achievement will increase, strong effective Tier I instruction will be provided by highly-trained licensed teachers, and parents will be an active part of the school. Even in light of these gains, the district will support the sustainability of reforms through the continuing support and oversight of academic achievement progress monitoring and quality human capital. The superintendent will continue with individual principal meetings to monitor academic implementation and growth. The district leadership will carefully monitor the teacher evaluation system for the school and provide assistance in professional development, teacher mentoring, and teacher improvement plans. A district person will continue with limited school oversight, since the school is anticipated to have greater academic achievement and less need for daily contact. However, monitoring will continue for support and encouragement and to identify when changes in a negative direction begin to occur so quick remediation can take place. District oversight of state, local, and federal funding and the leveling of any tax-based structure will be carefully monitored so that the needs of Earl Travillion are met to ensure continued academic growth. District leadership will actively look for outside grants that could assist the school in sustaining the needed activities identified in the grant. District leadership

will continue to participate on the P16 Council and support the school, parent and family engagement policy activities through professional development assistance, communication outlets, and personal attendance and shows of support. Through the effective implementation of the P16 Council, it is expected that the community's low school engagement and apathy to student achievement will dissipate, and the parent and community mindset towards direct involvement with their child(ren)'s learning will continue to grow.

How will the district sustain the components of the proposal that are paid for primarily through SIG funds after the end of the grant term? Please include a more specific strategy than "we will shift resources" or "we will rely on philanthropic support."

The majority of the SIG funds are geared toward increased teacher capacity and to provide extended learning time as a means to increase student academic achievement for all students. Quality implementation of programs and strong effective Tier I instruction will be in place. There should be fewer Tier II and Tier III students so they can be identified more quickly and interventions put in place. It is the belief of the school and LEA that if the grant is implemented with fidelity, the school will be rated a C or better by the completion of the grant. Student deficits will be fewer and achievement gaps will be shorter. Therefore, the SIG dollars that will go for extended day for "all" students will not be needed. The funds for after-school tutoring and/or in-school interventions will be able to be covered by Title dollars or through the application for other grants (such as the 21st Century Grant). The salary for the Turnaround Officer will not be needed and/or will be covered by the district, as the position will be redirected to other needed areas. Title I funds will be used for materials and off-site professional development. Since professional development will be embedded and ongoing through strong PLCs and in-house providers, the professional development expenses should decrease. The necessary professional development expenses should be covered through district and/or Title I dollars. Teacher incentives will continue through the use of funding from private grants or other federal dollars such as Title II.

SCHOOL PROPOSAL

INSTRUCTIONS: Complete a *unique* school proposal for each applicant school.

- Part I of the application contains information required by every intervention model.
- Complete the appropriate Parts II and III corresponding to the intervention model selected for the school.

PART I: INTRODUCTION

To be completed regardless of intervention model selected.

A. Descriptive Information about the Eligible School

1. School Information

Complete the chart below.

NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-16 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority</i>	<i>A-F</i>	<i>Turnaround</i>
Earl Travillion	1800-036	2801490-00221	Focus	F	Transformation

2. Total Number of Grant Years

For the FY2015/FY2016 SIG funds, LEAs may apply for funding for up-to-five years, which must include three years of full implementation. How many grant years does the LEA propose for this school?

- Total Number of Years: 3 years 9 months
- Number of Planning Years: 0
- Number of Full Implementation Years: 3 years 9 months
- Number of Sustainability Years: 0

B. Alignment with the Needs Assessment

1. Comprehensive Needs Assessment

To be eligible for SIG funds, all schools must complete a Comprehensive Needs Assessment.

Schools should use their Comprehensive Needs Assessment results that are part of MCAPS and should take into account school needs as identified by parents, families, and community members. Summarize the results from MCAPS in the following chart. Attach the information from needs assessment portion of MCAPS as part of **Appendix E**.

Dimension	Areas of Improvement /Priority Needs	Data/Evidence to Support Identification of Priority Needs

<p>Student Achievement</p>	<p>Due to low proficiency on academic assessments (2016 data) – math 8% proficiency and ELA 9.1% proficiency - much of ETAC’s improved score comes from growth (47.3 in ELA and 48.6 in math) and growth in lowest 25% (55.8 ELA and 53.5 Math). Students with disabilities (84.4% ELA, Math 81.3) and English Learners (85.7% ELA, Math 50%) had the highest percentage in minimal and basic. Science had 40.8% proficiency. In light of this, priorities are set to address interventions to raise academic achievement -</p> <ul style="list-style-type: none"> • Increase number of students scoring proficient or above on state assessments • Individualized interventions • Utilize Accelerated Reader to increase fluency and comprehension in students • Use tutors to target students based on specific needs <p>The preliminary results of the 2017 MAAP show continual growth in achievement and growth on ELA and Math in 2017. However, Science showed a decrease in proficiency. This is due to teacher capacity, lack of appropriate resources, and student deficits.</p>	<ul style="list-style-type: none"> • Map scores by grade and subgroup • Test scores – 2016 ELA 3rd grade Prof & Adv – 6.7 4th grade Prof & Adv – 18.5 5th grade Prof & Adv - <5.0 6th grade Prof & Adv – 5.6 7th grade Prof & Adv – 7.4 8th grade Prof & Adv – 13.3 • Test scores – 2016 Math 3rd grade Prof & Adv – 5.0 4th grade Prof & Adv – 14.8 5th grade Prof & Adv – 11.5 6th grade Prof & Adv – 11.1 7th grade Prof & Adv – 7.4 8th grade Prof & Adv - <5.0 • Test Scores – Science 42.9% in 2016 29% in 2017 preliminary • Universal screener data by grade and subgroup • Formative/summative classroom assessments by grade • Computer instructional program data by grade and subgroup
<p>Curriculum and Instruction</p>	<p>Curriculum instruction priorities center on providing strong effective Tier I instruction. Pacing guides were developed and followed. The focus will be on aligning the CCSS with instructional materials and on vertical alignment within the grade spans. Strong focus will be placed building both content strength as well as teaching and instruction.</p> <ul style="list-style-type: none"> • Integration of technology in the classroom in the area of instruction and assessment through computer instructional programs • Vertical and horizontal planning 	<ul style="list-style-type: none"> • Test scores - ELA 3rd grade Prof & Adv – 6.7 4th grade Prof & Adv – 18.5 5th grade Prof & Adv - <5.0 6th grade Prof & Adv – 5.6 7th grade Prof & Adv – 7.4 8th grade Prof & Adv – 13.3 • Test scores – Math 3rd grade Prof & Adv – 5.0 4th grade Prof & Adv – 14.8 5th grade Prof & Adv – 11.5 6th grade Prof & Adv – 11.1 7th grade Prof & Adv – 7.4 8th grade Prof & Adv - <5.0

	<p>amongst teachers</p> <ul style="list-style-type: none"> • Teacher coaching and lesson modeling through the use of the Professional Development Interventionist and PLCs • Implementation of research based strategies <p>Science proficiency dropped from 42.9% to a preliminary 29% in 2017. Science priority needs include the above mentioned regarding pacing guides, curriculum alignment, and instructional strategies. In addition, a major priority is to build capacity for instruction through professional development and providing resources for hands-on discovery learning for students.</p>	<ul style="list-style-type: none"> • Universal screener results • Teacher evaluation scores • Classroom observations
School Context and Organization, Including School Leadership	<p>The principal spent her first year at ETAC focused on school climate and culture. Changes were made to discipline expectations for both students and teachers. PBIS was implemented and discipline began to decline. Continued Level 1 Behaviors decreased from 540 in FY16 to 166 in FY17. Teacher expectations were expressed and monitored. Over the past two years about 90% of the original teachers have chosen to leave or were released. The current team of teachers have a strong focus on student achievement and the desire to make ETAC a thriving place of learning. Teacher absences decreased from 118.5 to 90. A majority of the 90 absences were due to military deployment or maternity leaves.</p> <ul style="list-style-type: none"> • Continuation of PBIS and schoolwide behavior supports • Improved relationships between all through on-going implementation of Capturing Kids Hearts <p>Continuation of volunteers and tutoring for all students</p>	<ul style="list-style-type: none"> • Discipline data • Student attendance data ADA in 2014-2015 – 94.44% (Fidelity of attendance was not in place for the 2014-2015 school year; therefore providing an inflated number.) ADA in 2015-2016 – 94.38% ADA in 2016-2017 – 94.48% Student/parent/teacher surveys
Professional	Professional development is provided	<ul style="list-style-type: none"> • Classroom Observations

<p>Development</p>	<p>through a variety of means: PLCs, outside consultants, in-house PD providers, and attendance at conference/workshops. Professional development priorities were developed with strong effective Tier I instruction in mind.</p> <ul style="list-style-type: none"> • Provide additional assistance in classroom management, positive behavior strategies, ELL supports, Total Teaching Act, and intrinsic motivation • Provide professional development for science content, instructional strategies, discovery learning, and hands-on labs. • Utilize research-based strategies to build teacher capacity in CCRS and Technology 	<ul style="list-style-type: none"> • Teacher evaluation scores • Discipline data • Student test scores • Science proficiency dropped from 42.9% to a preliminary 29% in 2017. • Screener results
<p>Family and Community Involvement</p>	<p>The principal organized a P-16 Council during her first year and has strengthened it during the 2nd year. The poverty level of the school (99.4%) leads to many of the behaviors noted in many low poverty areas. There is little participation by parents for any number of reasons: working multiple jobs, disabilities, lack of educational understanding, apathy, addictions, etc. Through the focus on improving the school aesthetically and making it more welcoming, through positive teacher contacts, and through the actions of the P16 Council, a positive change in parent perception of the school is beginning to emerge. The priorities remain.</p> <ul style="list-style-type: none"> • Parent Trainings • Continued Community Partnerships 	<ul style="list-style-type: none"> • Number of parents attending school trainings • Student test scores (see above) <p>Discipline reports</p>

2. Intervention Model Selection

Based on the needs assessment data, describe how the Select one... model best meets the school’s needs.

Transformation Model

The transformation model focuses on improvement of instruction and learning through improving effective teaching, strong emphasis on teacher evaluation tied to student growth,

the use of student data to inform and differentiate instruction to meet student academic needs, and increased learning time. The school principal was replaced for the 2015-2016 school year. Over the past two years, the principal has replaced almost 90% of her staff building a team that buys into the desire to transform the school into a culture of high academic achievement. From 2016 to 2017 the school grew 54 points.

The transformation model was selected as it is appropriate for meeting the needs of the school as follows.

Student achievement – The requirement of increased learning time and the use of data to inform and differentiate instruction has a direct impact on student achievement. In addition, the model requires teacher evaluation that includes student growth as a part of the evaluation. By year 4 of the grant, learning time will have been increased by 302 hours.

Curriculum and Instruction – The model requires a research-based vertical alignment from one grade to the next and high-quality, job-embedded professional development that can be focused on helping teachers with better understanding the curriculum and the standards, as well as improve teaching strategies. The increased time for professional learning will allow more directed time for vertical alignment and focused PLC time for instructional strategies, state standards, and data analysis.

School Context and Organization- The requirements of increased learning time and operational flexibility with school calendars and times will impact student achievement positively. In addition, the financial incentives for improving student growth and achievement will lead to positive school culture and improved morale.

Professional Development – The model requires high-quality, job-embedded professional development that can be directed to pedagogy, content, instructional practices, etc. that will build teacher capacity and allow for successful transformation of the school. The professional development focus for external consultants will be job-embedded and on-going in the areas of science, the analysis of data, and use of data to drive instruction and make instructional decisions for individual students. The professional development is geared to build strong effective Tier I instruction.

Family & Community Involvement – The model includes the requirement of parent and community engagement. Even though this area has improved greatly at ETAC, it still has way to go with drawing in more of the parents and changing parent perceptions of the school. A P-16 Council has been implemented and is having an impact. Through the grant, greater focus will be placed on increasing the number of Council members to include more parents and to place a focus on activities that impact the parents and community.

FOR PATHWAYS/WHOLE-SCHOOL REFORM: Will this model be implemented for all students in the school?

YES

NO

FOR PATHWAYS: Please describe the evidence that the selected model improves student academic achievement or attainment.

WHOLE SCHOOL REFORM: Please describe the evidence that the selected model improves student academic achievement or attainment for the population served by the school. Include evidence that the developer has served a population similar to the applicant school.

3. Baseline Data and Performance Goals

Attach the school's baseline data and performance goals. Complete the Performance Framework in the LEA Application Toolkit and attach as **Appendix E**.

C. Alignment with Intervention Requirements

All funded proposals must address every intervention requirement for the selected model.

Complete the appropriate chart below to demonstrate that the school proposal adequately addresses each requirement. If the LEA proposes to take advantage of the Rural Flexibility allowed for the Turnaround or Transformation models, the LEA should specify this in summary in this table.

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify **one** element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for any requirement so as not to lose points.

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
<i>ALL MODELS (TURNAROUND, TRANSFORMATION, and EARLY LEARNING)</i>		
<ul style="list-style-type: none"> Replacement of the Principal 	The principal was replaced in July 2015. The current principal has shown evidence of improving the school academically as well as in school culture and discipline.	33, 40, 127-129
<ul style="list-style-type: none"> Recruitment, Placement, 	Recruitment takes place through job	117

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
and Retention Strategies	postings on district website, attendance at recruitment fairs at colleges and universities, and district recruitment fairs. Interviews will be conducted by principal and team of teachers and decisions will be made by the school Retention strategies include school support through professional development, teacher mentors, and financial incentives for student achievement.	128 129 130 131 132
• Job-Embedded Professional Development	Job embedded-professional development will be provided through PLCs. Both content and vertical PLCs will take place 45 minutes a week during the student activity period and at the weekly 2-hour Wednesday after-school PLC. In addition, to this professional development, external consultants will provide research based professional development in the areas of data analysis, frameworks, instructional strategies, science, and math.	27, 35, 39, 40, 50, 95, 96, 133, 141-143
• Research-Based, Vertically Aligned Curriculum Aligned to State Standards	The selection of materials is done via a teacher committee. Materials are reviewed for impact on student achievement and research-based. The materials are checked for alignment to MCCRS. Pacing guides are created and aligned to the standards .	61, 91 – 93
○ FOR EARLY LEARNING ONLY: Curriculum and standards inclusive of all 5 early learning domains		
• Data-Driven Decision-Making	Administration and teachers constantly use data to drive instruction and improve student learning. The data is used to	50-53, 112-113, 147

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
	validate instruction or adjust instruction, to identify student needs and make appropriate interventions to further student growth and proficiency.	
<ul style="list-style-type: none"> ○ Formative, interim, and summative assessment data 	Multiple forms of formative, interim, and summative assessments are used. These are both internal and external and address all grades and subjects. The data is immediately available for most of the assessments and is used to make instructional decisions and determine student interventions.	106-111
TURNAROUND/TRANSFORMATION ONLY		
<ul style="list-style-type: none"> ● Increased Learning Time 	<p>Increased learning time will be implemented over the four years. The first year a 2-hour after school program will be implemented as an extended day. The students will stay after school for 2 hours Monday, Tuesday, and Thursday. Teachers will stay 2 hours on Wednesday for PLCs. The program will start in October. Buses will not take students home until the end of the extended day. The first year 11,400 minutes will be added.</p> <p>The 2nd year will commence with the first day of school in the same format. 5,760 minutes will be added.</p> <p>The 3rd year will commence with the first day of school in the same format. Three Saturdays will be added in the spring for 4 hours 720 minutes will be added.</p> <p>Year 4 will be the same as Year 3 except there will be a total of 4 Saturday for an additional 240 minutes.</p> <p>A total of 302 hours will be added.</p>	35, 95, 98 Performance Framework pages 68-71
<ul style="list-style-type: none"> ● School Autonomy 	The principal will have autonomy in the	143-144

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
	critical decision-making processes and activities of the school including staffing decisions, school time, school procedures, and budgeting.	
TRANSFORMATION/EARLY LEARNING ONLY		
<ul style="list-style-type: none"> • Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals, Developed with Teacher and Principal Involvement 	The evaluation system has incorporated the MDE Teacher growth rubric into the district rubric and has added additional standards to increase rigor and more indepth understanding of the teaching and learning taking place in the classroom. The principal evaluation follows the MDE model. In addition to this model, the superintendent meets monthly one-on-one with principals to review data, set goals, and check progress against goals (Principal 101).	132-134
<ul style="list-style-type: none"> ○ Use of student growth as a significant factor 	Student growth is being added to the teacher evaluation instrument by the use of the phrase “Teacher shows effective instructional practices that increase student growth as evidenced by school-wide and state assessments.”	132
<ul style="list-style-type: none"> • Identify and Reward School Leaders, Teachers, and Other Staff 	Incentives will be awarded to teachers as follows: \$500 for meeting growth goals \$500 for meeting proficiency goals \$200 for all staff members if school grows a letter grade	130
<ul style="list-style-type: none"> ○ Termination process 	The termination process takes place after ample opportunity for corrective action and support. The termination process primary tool is the evaluation instrument.	137-139
TURNAROUND ONLY		
<ul style="list-style-type: none"> • Locally Adopted Competencies to Screen All Existing Staff and Rehire 	_____	

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
No More Than 50% and to Select New Staff		
• Adopt a New Governance Structure for the School	_____	
• Social-Emotional and Community Oriented Services and Supports	_____	
TRANSFORMATION ONLY		
• Family and Community Engagement Strategies	There is an active P16 Council and a growing PTO at the school. Both of these family groups will be nurtured and grown. They will be used to develop and implement family and community engagement activities.	152, 154-155
• On-Going Technical Assistance and Support	On-going technical assistance will be provided by the District Turnaround Officer. She will provide on-site and off-site monitoring and support on grant implementation. In addition, the district leadership team will provide oversight and support through regular review of the data.	28, 30, 31
EARLY LEARNING ONLY		
• Offer Full-Day Kindergarten	_____	_____
• Establish or Expand High-Quality Pre-School	_____	_____
• Time for Educator Joint-Planning Across Grades	_____	_____

For CLOSURE MODEL		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>

<ul style="list-style-type: none"> Higher Achieving School(s) Selected for Consolidation 	_____	_____
<ul style="list-style-type: none"> Consolidated School(s) in Reasonable Proximity to the Closed School 	_____	_____

For PATHWAYS TO SUCCESS MIDDLE AND HIGH SCHOOL MODEL		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
<ul style="list-style-type: none"> Improves Student Academic Achievement or Attainment for the Population Served by the School Career Pathways for Middle and High School Students that Lead to a HS Diploma and 12 College Credit Hours Implemented for All Students in a School 	_____	
<ul style="list-style-type: none"> Plan their innovation and reform based on a well-defined set of early college and career academy model design principles and operational practices. The plan should demonstrate how the new design principles and operational practices will be intentionally embedded in all aspects of the system. 	_____	
<ul style="list-style-type: none"> College Credit for All Students at No Cost, Including Tuition, Fees, and Textbook Costs 	_____	

<ul style="list-style-type: none"> ● Work-Based Learning Opportunities Including Job Shadowing, Mentorships, and Internships 	_____	
<ul style="list-style-type: none"> ● Create a professional development plan for teachers, administrators, and support staff that is directly aligned with federal school improvement grant requirements, early college, and career academy design principles 	_____	
<ul style="list-style-type: none"> ● Use of an Educator Evaluation System 	_____	
<ul style="list-style-type: none"> ● Family and Community Engagement 	_____	
<ul style="list-style-type: none"> ○ Written communication plan 	_____	
<ul style="list-style-type: none"> ○ Strategies for students and families that increase college awareness and equity of access to services such as, college application assistance and financial aid counseling 	_____	
<ul style="list-style-type: none"> ● Academic Support to Students At Risk for Dropping Out of School and Students Historically Underrepresented in College Courses 	_____	
<ul style="list-style-type: none"> ○ Teacher Advisors 	_____	
<ul style="list-style-type: none"> ● Early Warning System 	_____	
<ul style="list-style-type: none"> ○ Data to identify the population at risk of dropping out of school 	_____	

<ul style="list-style-type: none"> ○ Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses 	<hr/>	
<ul style="list-style-type: none"> ● Signed Memoranda of Understanding with Key Partners, Including an IHE Providing College Credit and an MDE Approved Technical Assistance Provider; School Leadership Team Comprised of High School Principal, High School Counselor, Middle School Principal, Middle School Counselor, Individuals with Decision-Making Authority from Both the LEA and IHE, and a Design Consultant Assigned by the MDE 	<hr/>	
<ul style="list-style-type: none"> ● Defined College and Career Readiness Competencies Expected of All Students 	<hr/>	
<ul style="list-style-type: none"> ○ Competencies integrated in all courses 	<hr/>	
<ul style="list-style-type: none"> ○ Senior Capstone Project 	<hr/>	
<ul style="list-style-type: none"> ● Significant Commitment to Counseling Services, Including College Academic Advising 	<hr/>	

○ Adequate number of trained counselors to provide students with the academic, emotional and social supports necessary to be successful in building college and career readiness skills	_____	
● Administration of the ACT, or an Approved IHE Entrance/College Placement Exam to Students as Early as Eighth Grade	_____	
○ Fees associated with assessment administrations waived/covered for all students	_____	

For EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
● Approved Evidence-Based Whole-School Reform Model	_____	_____
● Implemented for All Students in a School	_____	_____
● School Leadership	_____	_____
● Teaching and Learning in At Least One Full Academic Content Area (Including Professional Learning for Educators)	_____	_____
● Student Non-Academic Support	_____	_____
● Family and Community Engagement	_____	_____

<ul style="list-style-type: none"> Improves Student Academic Achievement or Attainment for the Population Served by the School 	_____	_____
<ul style="list-style-type: none"> Implemented in Partnership with a Whole-School Reform Model Developer 	_____	_____

D. Foundation Laid through Priority/Focus Schools Process or Previous SIG Process

Answer the following questions to demonstrate that the school has the commitment to reform.

1. Priority or Focus School Actions Taken

Provide a description of the school improvement measures that have been instituted since the school has been designated as a Priority or Focus school.

The first thing the new principal did was establish a sense of urgency and shared accountability for meeting school improvement objectives. The principal identified the leaders and formed a leadership team that assisted in reviewing the classroom observations and used the data to plan professional development. The master schedule was revised to allow for uninterrupted instructional blocks of time, as well as PLCs. PLC time was directed to data analysis, instructional planning based on data, and teaching strategies. A data room was put in place and used by teachers and administrators. Professional learning plans were developed for each teacher. Professional development was designed for after school staff meetings. Day-to-day information is transmitted via email. ETAC has implemented a P16 Council that has been in place for two years. A discipline plan and a PBIS plan have been put in place and been implemented with fidelity. The evidence of this is the decrease in discipline, but in addition, Earl Travillion Attendance Center has been named a PBIS Model School as recently identified in SEEDS magazine. Teachers have been sent to the MDE Making Connections Conference Literacy Symposium and have returned and modeled strategies that were learned. ETAC sends new teachers to district training where research-based instructional strategies, lesson planning and implementation, and classroom management techniques are modeled and taught. In addition, teachers have the opportunity to make connections for collaboration with teachers across the district.

2. Teams Supporting School Improvement

Complete the chart below to describe the new teams in place for supporting the improvement process.

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
<i>List the teams that were created to support school improvement .</i>	<i>Describe what the team does to assist the improvement process.</i>	<i>List the names and titles of all members of the team.</i>	<i>Provide a meeting schedule for each team, e.g. every Monday from 9-10 AM. List the dates of the last three meetings.</i>	<i>Describe the most recent outcomes or actions taken arising from team meetings.</i>
District Leadership Team	To stay aware of the progress of grant activities and needs for support.	Brian Freeman, Superintendent/Federal Programs Director; Jennifer Ward, Turnaround Officer; Gina Gallant, Chief Operating Officer	Weekly, Friday, 8:00 – 9:00 am	This is a new team that has not yet met. The first meeting will take place after SIG implementation.
School Leadership Team	Follow Turnaround Principles Review and address leading and lagging indicators at each meeting: <ul style="list-style-type: none"> • Student attendance • Discipline incidents • Truants • Teacher attendance 	Principal – Kristina Pollard Asst. Principal – Tracye Pierre Interventionist/ELA chair – Earlshawna Frye-Finley Math chair – Anita Moffett Counselor - Stephanie Mosley K-2 Coach –Julie Maxie Librarian/Reading Specialist – Hillary	Every other Friday 7:30 – 8:30 or 1:00 – 2:00 rotating	Determining staff development for opening school; review of schoolwide data

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
	<ul style="list-style-type: none"> • Student results on universal screeners • Student results on state assessments • Percentage of ELL students attaining state proficiency 	<p>Ladner</p> <p>Jennifer Ward – Turnaround Officer will be ad hoc</p> <p>Turnaround Principles:</p> <ul style="list-style-type: none"> • Provide strong leadership • Ensure teachers are effective and able to improve instruction • Redesign school day for additional learning time • Strengthen school’s instructional program and ensure research-based • Use data to inform instruction • Establish safe and well-rounded school environment • Provide for family and community engagement • Receive technical assistance 		
Professional Learning Community	<p>Analyze data</p> <p>Share student work</p> <p>Model lessons</p> <p>Develop</p>	<p>Leadership team members are assigned to a PLC to provide support and to share information.</p>	<p>Every Tuesday</p> <p>Rotate planning and data</p>	<p>The data consultant provides support in data meetings. At last meeting the teachers looked at student preliminary MAAP</p>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
	assessments Embedded pd Give input on school level decisions Give input on student decisions	K-1 – Maxie 2- 3 Ladner 4 th Pollard 5-6 Mosely 7-8 Moffett Sped teachers assigned to grade levels	All leadership are assigned to a different PLC grade band	results and began identifying strengths and weaknesses.
MTSS Leadership Meetings	Address Tier students Analysis of student’s targeted support plan Analysis of discipline Analysis of screener, probe, and other assessments Determine interventions	Principal – Kristina Pollard Asst. Principal – Tracye Pierre Interventionist/ELA chair – Earshawna Frye-Finley Math chair – Anita Moffett Counselor - Stephanie Mosely K-2 Coach –Julie Maxie Librarian/Reading Specialist – Hillary Ladner District Interventionist – Dinah Shows Sped teacher when needed Children’s teacher as	Twice a month on a district-rotated schedule Monday All day during grade level planning periods	At first meeting this year, an understanding of the Tier process – At other meetings Interventions identified students and decisions made about student placement/programming.

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
		needed		
Other: Content Area Team	Planning cross grades Understanding standards Modeling instruction	ELA teachers Math teachers Science teachers Principal and AP rotate attendance Chairs lead meetings	Once a month after school on Wed 4 - 5	Analyzed data Determined top 3 standards that were performed well and bottom 3 standards that didn't perform well according to Questar data Teams made instructional decisions on pacing and alignment of standards
Schoolwide Planning Team	Reviews prior year schoolwide plan Analyzes comprehensive needs assessment Determines action steps to meet goals and objectives	Principal – Pollard Asst Principal – Pierre Boost Interventionist – Finley Early Literacy Coach – Maxie Counselor – Mosley 7/8 th Grade Math Teacher – Moffett ELL Specialist – Pecoraro Parent – Santana Kidd Community – Sue Whitcomb – William Carey University	Twice a year	Reviewed FY17 plan against most recent test data. Made suggestions for areas of weakness and recommendations for continuing strengths.

3. Previous SIG Experience

Has the school received or implemented a 1003(g) School Improvement Grant since the 2010-2011 school year?

YES

X NO

If yes, was the school's grant terminated at any point? Why?

If yes, what were the results of the School Improvement Grant on student achievement, including state assessment data and graduation rate data, if applicable?

How have these results been sustained?

E. Implementation Milestones

1. Year 1 Planning and Implementation

In the chart below, delineate important activities which will enable the school to implement, fully and effectively, the requirements of the selected intervention model on the first day of the first school year of full implementation. The milestones in this chart should encompass all pre-implementation and/or planning year activities.

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
<p>Yr 1 2017-2018</p> <p>1. Principal will set achievement goals with Superintendent during the Principal 101 Meeting.</p> <p>Principal will meet monthly with principal in Principal 101 sessions to review data and identify growths, challenges, and next steps and to measure against goals.</p> <p>A new principal evaluation</p>	<p>Superintendent Principal</p>	<p>Principal 101 Form Principal Evaluation</p>	<p>The principal's goals and will be shared with teachers and staff and individual teacher goals will be set. A sense of urgency is created.</p>	<p>August 2017</p>	<p>June 2018</p>

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
tool has been released by MDE. Training has been scheduled.					
YR 1 2017-2018 2c. Adjust the teacher evaluation tool in SchoolStatus to reflect the addition of the statement: "Teacher shows effective instructional practices that increase student growth as evidenced by schoolwide and state assessments."	Principal SchoolStatus	Revised teacher evaluation instrument	Fulfills the Transformation model requirement. Holds teachers accountable for student academic achievement.	August 2017	September 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
FY1 2017-2018 2b. Train teachers in the teacher evaluation instrument which has four performance levels.	Principal Assistant Principal	Meeting agendas, minutes, sign-in sheets, Teacher evaluation results	Teachers are aware of the rigorous, transparent, and equitable evaluation instrument. They know the standards leading to effective Tier I instruction if properly implemented.	August 2017	September 2017
FY1 2017-2018 2d. Evaluate teachers on teacher evaluation tool on a regular basis. No less than 4 informal with at least one formal evaluation. For new teachers – 4 informal and at least 2 formal evaluations.	Principal Asst. Principal	Completed teacher evaluation instruments	Teachers are informed of progress toward meeting goals on the teacher evaluation instrument and can adjust instruction, planning, professional learning, parent involvement, etc. as necessary.	September 2017	May 2018

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
2c. The evaluation tool used by the school includes the same standards as the MDE tool, but has additional standards added.					
2a. 2e. Provide clear, timely, and useful feedback that identifies needs, guides professional development, and used for continual improvement of instruction.	Principal Assistant Principal	Evaluation instrument Conference forms	Teachers are provided feedback that can help improve instruction and make appropriate professional development decisions.	September 2017	April 2018
FY1 2017-20-18 2f. Use teacher evaluation instrument to identify and remove teachers who have had ample opportunity to	Principal	Teacher Evaluation Tool Termination/Non-renewal letters	Ineffective teachers are removed after ample opportunity for improvement allowing for employment of	February 2018	April 2018

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
improve but have not done so.			effective teacher as a means of improving student achievement.		
FY1 2017-2018 3. Review and analyze teacher evaluation instruments and student achievement to determine identify and reward teachers and remove those who, after ample opportunities have not improved.	Principal Leadership Team Turnaround Officer	Payment of incentives Completed rubrics for each teacher Termination/Non-Renewal letters	Teachers, administration and staff will be rewarded for increased student achievement as indicated by grant. Student achievement will grow. Ineffective teachers will be removed to allow for placement of effective teachers	January 2018	August 2018
FY1 2017-2018 4. Develop teacher incentive rubric based on student achievement.	Principal Leadership Team Turnaround Officer Input from teachers through surveys and faculty meetings.	Completed rubric	Teachers have input on creating an equitable and transparent rubric for dispersing incentives based on student achievement.	September 2017	December 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
FY1 2017-2018 5. Use data to review instructional program – research-based and vertically aligned	Principal Content teachers Turnaround Officer	Agendas, Minutes, Sign-in sheets Research reports Alignment documents	Insuring instructional program is aligned and research-based provides teachers with the resources necessary to implement effective Tier I instruction thereby improving achievement	August 2017	September 2017
6. Develop assessment calendar for formative, interim, and summative assessments at appropriate time to provide continuous data that drives the instructional program.	Principal District Test Coordinator	Assessment Calendar	The use of formative, interim, and summative data in a variety of forms give teacher a better picture of student needs, academic growth, and allows for targeted differentiated student learning assignments.	August 2017	May 2018
FY1 2017-2018 7. Establish times for PLC	Principal Asst. Principal	School Master Schedule Agenda, Minutes, Sign-	The use of data to drive instruction and	August 2017	May 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
meetings (Vertical and Content) to allow sufficient time to use data to inform and differentiate instruction to meet individual student academic needs	Vertical-aligned PLC Content – PLC	in sheets 1 - 45 minute PLC during activity period weekly 1 – 2 hour after school PLC weekly on Wed.	differentiate for students who increase student achievement. The PLC meetings allow for professional development that is imbedded and ongoing.		
Yr 1 2017-2018 7. Go through contractual processes for science content/strategies PD and data analysis with instructional planning PD. Implement MOU for Arts Council activities. Engage consultant for imbedded ongoing PD for science content, standards unpacking, instructional techniques, and hands-on	Turnaround Officer Principal	Completed Contracts Contractor Reports	External contractors will provide teachers with professional development designed to improve their instructional skills; thereby, improving test scores.	August 2017	April 2018

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
discovery learning. Engage consultant for imbedded ongoing PD for all teachers to grow capacity for data analysis and use with adjusting instruction, differentiating instruction, and meeting the needs of students.					
8. Yr 1 2017-2018 Develop schedule for classes to reflect the extended day and provide increased learning time. 190 additional hours. 2 hours after school on Monday, Tuesday, and Thursday for students starting in October. 2	Principal	Class Schedules Master Schedule 190 additional hours Students move through the extended day with no disruptions. Additional time is used effectively.	Well-developed schedules allow for smooth transitions and optimal learning time.	August 2017	November 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
hours after school on Wednesdays for teachers for teacher collaboration (PLC).					
8. YR 1 2017-2018 Communicate and adjust transportation schedules and bus driver expectations	Transportation Director	Bus drivers will be at school on time.	Students will be transported home from school safely and in a timely fashion. Parents will not check students out early due to transportation concerns.	August 2017	October 2017
9. Yr 1 2017-2018 Increase P16 participants and plan for more engaged community and parent involvement.	Principal P16 Council	Committee membership list Agenda, Minutes, Sign-in sheets Number of and type of activities	Engaged parents and community reflect the importance of education, provide additional supports, and help increase student achievement.	September 2017	October 2017
9. Yr 1 2017-2018 Communicate to families	Principal Technology Director	All students remain for extended day.	Parents are aware and supportive of extended	August 2017	January 2018

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
new schedule and purpose – multiple family meetings, emails, flyers, website, social media notifications			day. Students remain in school and receive additional services.		
10. Yr 1 2017-2018 Hire and staff faculty with autonomy and make decisions regarding calendar and budgeting.	Principal	Recruitment and Interview documentation Teacher rosters Calendars Budgets	The principal has autonomy for staffing school and takes full responsibility for hiring decisions and placement decisions. She is able to determine the calendar and budgets allowing for proper implementation of SIG.	September 2017	June 2018
YR 1 2017-2018 11. LEA provides ongoing, intensive technical assistance and support.	Superintendent District Leadership Team Turnaround Officer	Turnaround Officer notes District Leadership Team meetings minutes	The LEA will provide the assistance needed to support the principal and the school's efforts to fulfill grant requirements, allowing	September 2017	June 2018

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			for the school to have freedom in making decisions that can positively impact student achievement.		
Select Year...					
Select Year...					
Select Year...					
Select Year...					
Select Year...					
Select Year...					
Select Year...					
Select Year...					

2. Year 2 through Year 4 Implementation and Sustainability Years (Please complete a chart for each year of implementation)

In the chart below, delineate important milestones which demonstrate the school is implementing the chosen model fully and effectively throughout the grant term. The milestones in this chart should encompass work that takes place from the start of year one of implementation to the time at which the grant term concludes.

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Yr 2 2018-2019 1. Principal will review prior year goals to actual results with the Superintendent. New achievement goals will be set. Principal will meet monthly with superintendent in Principal 101 sessions to review data and identify growths, challenges, and next steps and to measure against goals.	Superintendent Principal	Principal 101 Form Principal Evaluation Student achievement	August 2018	June 2019
FY2 2018-2019 2a. Review teacher evaluation instrument to ensure its effectiveness for continual improvement of instruction.	Principal Leadership Team	Teacher Evaluation Instrument Meeting minutes, agenda, sign-in sheets	August 2018	September 2018

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
FY2 2018-2019 2b. 2c. Train teachers in the teacher evaluation instrument and its design and use explaining the four performance levels and how they are differentiated. Provide clarification and understanding on the student growth standard.	Principal Asst Principal	Meeting agendas, minutes, sign-in sheets, Teacher evaluation results	August 2018	September 2018
FY2 2018-2019 2c. Review teacher evaluation tool to ensure the multiple measures are valid and provide a proper picture of teacher effectiveness. Compare to MDE instrument to ensure still meeting same rigorous standards.	Principal Assistant Principal Leadership Team	Revised teacher evaluation instrument	July 2018 – September 2018	September 2018 Following release of state data
FY2 2018-2019 2d. 2e. Evaluate teachers on Forrest County evaluation tool on a regular basis.	Principal Asst Principal	Completed teacher evaluation forms	August 2018	April 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
No less than 4 informal with at least one formal evaluation. For new teachers – 4 informal and at least 2 formal evaluations. Provide clear, timely, and useful feedback to guide instruction and professional development.				
FY2 2018-2019 2f. Use teacher evaluation instrument to identify and remove teachers who have had ample opportunity to improve but have not done so.	Principal Asst. Principal	Teacher evaluation forms Termination/Non-Renewal letters	February 2019	April 2019
FY2 2018-2019 3. Review and analyze teacher evaluation instruments and student achievement to determine teacher incentives using teacher incentive rubric. Disperse teacher incentive based on student achievement.	Principal Leadership Team Turnaround Officer	Payment of incentives Completed rubrics for each teacher	August 2018 (timeline may be adjusted based on release of state test scores)	September 2018

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
FY2 2018-2019 4. Review and revise teacher incentive rubric based on student achievement. Train teachers in use.	Principal Leadership Team Turnaround Officer Input from teachers through surveys and faculty meetings	Completed	September 2018	December 2018
FY2 2018-2019 5. Use data to regularly review instructional program – research-based and vertically aligned. <ul style="list-style-type: none"> Weekly 45 minute PLC meetings during activity period Weekly 2-hour PLC meeting during extended day every Wednesday. School Leadership Team – bi-weekly MTSS team- bi-monthly 	Principal Vertical-aligned PLC Content – PLC	Minutes, agendas, sign-in sheets MAAP scores Universal screeners	August 2018	May 2019
FY 2 2018-2019 6. Develop assessment calendar for formative, interim, and summative assessments at	Principal District Test Coordinator	Completed calendar	July 2018	August 2018

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
appropriate times to provide continuous data that drives the instructional program.				
FY2 2018-2019 7. Establish times for PLC meetings (Vertical and Content) to allow sufficient time to use data to inform and differentiate instruction to meet individual student academic needs. <ul style="list-style-type: none"> • Weekly 45 minute PLC during activity period • Weekly 2-hour PLC during extended day every Wednesday. 	Principal Asst. Principal Vertical aligned PLC Content PLC	Master schedule Agendas, minutes, sign-in sheets	August 2018	May 2019
FY2 2018-2019 7. Go through contractual processes for science content/strategies PD and data analysis with instructional planning PD. Implement MOU for Arts Council activities. Engage consultant for	Turnaround Officer Principal	Completed work reports PLC minutes, agendas, sign-in sheets	August 2018	April 2018

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
imbedded ongoing PD for science content, standards unpacking, instructional techniques, and hands-on discovery learning. Engage consultant for imbedded ongoing PD for all teachers to grow capacity for data analysis and use with adjusting instruction, differentiating instruction, and meeting the needs of students.				
FY2 2018-2019 8. Develop schedule for classes to reflect the extended day and provide increased learning time. Extended day begins on first day of school. Students attend after-school program for 2 hours on Monday, Tuesday, and Wednesday. Teachers attend two hours after-school on	Principal	Master schedule Class schedule	July 2018	August 2018

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Wednesdays for PLCs. 96 additional hours				
FY2 2018-2019 8. Communicate and adjust transportation schedules and bus driver expectations. Bus departs at 5:45 pm.	Transportation Director Principal	Bus drivers arrive at school on time Students delivered home quickly and safely	August 2018	May 2019
FY2 2018-2019 9. Increase P16 participants, plan and implement more engaged community and parent involvement.	Principal P16 Council	Committee membership list Agenda, minutes, sign-in sheets Number of and type of activities	August 2018	May 2019
FY2 2018-2019 9. Communicate to families the new schedule and purpose – multiple family meetings, emails, flyers, website, and social media notifications. Every Monday, Tuesday, Thursday extended school day for 2 hours.	Principal Technology Director	All students remain at school for extended day	May 2018	August 2018
FY2 2018-2019 10. Hire and staff faculty with autonomy and make decisions	Principal	Recruitment and interview documentation Teacher rosters	July 2018	June 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
regarding calendar and budgeting.				
FY2 2018-2019 11. LEA provides ongoing, intensive technical assistance and support.	Superintendent District Leadership Team Turnaround Officer	Turnaround Officer notes District Leadership minutes, agendas, sign-in sheets	July 2018	June 2019
Yr 3 2019-2020 1. Principal will review prior year goals to actual results with the Superintendent. New achievement goals will be set. Principal will meet monthly with superintendent in Principal 101 sessions to review data and identify growths, challenges, and next steps and to measure against goals.	Superintendent Principal	Principal 101 Form Principal Evaluation Student achievement	August 2019	June 2020
Yr 3 2019-2020 2a. Review teacher evaluation instrument to ensure its	Principal Leadership Team	Teacher Evaluation Instrument Meeting minutes, agenda, sign-in sheets	August 2019	September 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
effectiveness for continual improvement of instruction.				
Yr 3 2019-2020 2b. 2c. Train teachers in the teacher evaluation instrument and its design and use explaining the four performance levels and how they are differentiated. Provide clarification and understanding on the student growth standard.	Principal Asst Principal	Meeting agendas, minutes, sign-in sheets, Teacher evaluation results	August 2019	September 2019
Yr 3 2019-2020 2c. Review teacher evaluation tool to ensure the multiple measures are valid and provide a proper picture of teacher effectiveness. Compare to MDE instrument to ensure still meeting same rigorous standards.	Principal Assistant Principal Leadership Team	Revised teacher evaluation instrument	July 2019 – September 2019	September 2019 Following release of state data
Yr 3 2019-2020 2d. 2e. Evaluate teachers on Forrest	Principal Asst Principal	Completed teacher evaluation forms	August 2019	April 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
County evaluation tool on a regular basis. No less than 4 informal with at least one formal evaluation. For new teachers – 4 informal and at least 2 formal evaluations. Provide clear, timely, and useful feedback to guide instruction and professional development.				
Yr 3 2019-2020 2f. Use teacher evaluation instrument to identify and remove teachers who have had ample opportunity to improve but have not done so.	Principal Asst. Principal	Teacher evaluation forms Termination/Non-Renewal letters	February 2020	April 2020
Yr 3 2019-2020 3. Review and analyze teacher evaluation instruments and student achievement to determine teacher incentives using teacher incentive rubric.	Principal Leadership Team Turnaround Officer	Payment of incentives Completed rubrics for each teacher	August 2019 (timeline may be adjusted based on release of state test	September 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Disperse teacher incentive based on student achievement.			scores)	
Yr 3 2019-2020 4. Review and revise teacher incentive rubric based on student achievement. Train teachers in use.	Principal Leadership Team Turnaround Officer Input from teachers through surveys and faculty meetings	Completed	September 2019	December 2019
Yr 3 2019-2020 5. Use data to regularly review instructional program – research-based and vertically aligned. <ul style="list-style-type: none"> • Weekly 45 minute PLC meetings during activity period • Weekly 2-hour PLC meeting during extended day every Wednesday. • School Leadership Team – bi-weekly • MTSS team- bi-monthly 	Principal Vertical-aligned PLC Content – PLC	Minutes, agendas, sign-in sheets MAAP scores Universal screeners	August 2019	May 2020
Yr 3 2019-2020 6. Develop assessment	Principal District Test Coordinator	Completed calendar	July 2019	August 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
calendar for formative, interim, and summative assessments at appropriate times to provide continuous data that drives the instructional program.				
Yr 3 2019-2020 7. Establish times for PLC meetings (Vertical and Content) to allow sufficient time to use data to inform and differentiate instruction to meet individual student academic needs. <ul style="list-style-type: none"> Weekly 45 minute PLC during activity period Weekly 2-hour PLC during extended day every Wednesday. 	Principal Asst. Principal Vertical aligned PLC Content PLC	Master schedule Agendas, minutes, sign-in sheets	August 2019	May 2020
Yr 3 2019-2020 7. Go through contractual processes for science content/strategies PD and data analysis with instructional planning PD. Implement MOU	Turnaround Officer Principal	Completed work reports PLC minutes, agendas, sign-in sheets	August 2019	April 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
for Arts Council activities. Engage consultant for imbedded ongoing PD for science content, standards unpacking, instructional techniques, and hands-on discovery learning. Engage consultant for imbedded ongoing PD for all teachers to grow capacity for data analysis and use with adjusting instruction, differentiating instruction, and meeting the needs of students.				
Yr 3 2019-2020 8. Develop schedule for classes to reflect the extended day and provide increased learning time. Extended day begins on first day of school. Students attend after-school program for 2 hours on Monday, Tuesday, and	Principal	Master schedule Class schedule	July 2019	August 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Wednesday. Teachers attend two hours after-school on Wednesdays for PLCs. 96 additional hours				
Yr 3 2019-2020 8. Communicate and adjust transportation schedules and bus driver expectations. Bus departs at 5:45 pm.	Transportation Director Principal	Bus drivers arrive at school on time Students delivered home quickly and safely	August 2019	May 2020
Yr 3 2019-2020 9. Increase P16 participants, plan and implement more engaged community and parent involvement.	Principal P16 Council	Committee membership list Agenda, minutes, sign-in sheets Number of and type of activities	August 2019	May 2020
Yr 3 2019-2020 9. Communicate to families the new schedule and purpose – multiple family meetings, emails, flyers, website, and social media notifications. Every Monday, Tuesday, Thursday extended school day for 2 hours.	Principal Technology Director	All students remain at school for extended day	May 2018	August 2018
FY3 2019-2020	Principal	Recruitment and interview	May 2019	June 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
10. Hire and staff faculty with autonomy and make decisions regarding calendar and budgeting.		documentation Teacher rosters		
FY3 2019-2020 11. LEA provides ongoing, intensive technical assistance and support.	Superintendent District Leadership Team Turnaround Officer	Turnaround Officer notes District Leadership minutes, agendas, sign-in sheets	July 2019	June 2020
Yr 4 2020-2021 1. Principal will review prior year goals to actual results with the Superintendent. New achievement goals will be set. Principal will meet monthly with superintendent in Principal 101 sessions to review data and identify growths, challenges, and next steps and to measure against goals.	Superintendent Principal	Principal 101 Form Principal Evaluation Student achievement	August 2020	June 2021
Yr 4 2020-2021	Principal	Teacher Evaluation Instrument	August 2020	September

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
2a. Review teacher evaluation instrument to ensure its effectiveness for continual improvement of instruction.	Leadership Team	Meeting minutes, agenda, sign-in sheets		2020
Yr 4 2020-2021 2b. 2c. Train teachers in the teacher evaluation instrument and its design and use explaining the four performance levels and how they are differentiated. Provide clarification and understanding on the student growth standard.	Principal Asst Principal	Meeting agendas, minutes, sign-in sheets, Teacher evaluation results	August 2020	September 2020
Yr 4 2020-2021 2c. Review teacher evaluation tool to ensure the multiple measures are valid and provide a proper picture of teacher effectiveness. Compare to MDE instrument to ensure still meeting same rigorous standards.	Principal Assistant Principal Leadership Team	Revised teacher evaluation instrument	July 2020 –	September 2020 Following release of state data
Yr 4 2020-2021	Principal	Completed teacher evaluation	August 2020	April 2021

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
2d. 2e. Evaluate teachers on Forrest County evaluation tool on a regular basis. No less than 4 informal with at least one formal evaluation. For new teachers – 4 informal and at least 2 formal evaluations. Provide clear, timely, and useful feedback to guide instruction and professional development.	Asst Principal	forms		
Yr 4 2020-2021 2f. Use teacher evaluation instrument to identify and remove teachers who have had ample opportunity to improve but have not done so.	Principal Asst. Principal	Teacher evaluation forms Termination/Non-Renewal letters	February 2021	April 2021
Yr 4 2020-2021 3. Review and analyze teacher evaluation instruments and student achievement to	Principal Leadership Team Turnaround Officer	Payment of incentives Completed rubrics for each teacher	August 2020 (timeline may be adjusted based on	September 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
determine teacher incentives using teacher incentive rubric. Disperse teacher incentive based on student achievement.			release of state test scores)	
Yr 4 2020-2021 4. Review and revise teacher incentive rubric based on student achievement. Train teachers in use.	Principal Leadership Team Turnaround Officer Input from teachers through surveys and faculty meetings	Completed	September 2020	December 2020
Yr 4 2020-2021 5. Use data to regularly review instructional program – research-based and vertically aligned. <ul style="list-style-type: none"> Weekly 45 minute PLC meetings during activity period Weekly 2-hour PLC meeting during extended day every Wednesday. School Leadership Team – bi-weekly MTSS team- bi-monthly 	Principal Vertical-aligned PLC Content – PLC	Minutes, agendas, sign-in sheets MAAP scores Universal screeners	August 2020	May 2021

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Yr 4 2020-2021 6. Develop assessment calendar for formative, interim, and summative assessments at appropriate times to provide continuous data that drives the instructional program.	Principal District Test Coordinator	Completed calendar	July 2020	August 2020
Yr 4 2020-2021 7. Establish times for PLC meetings (Vertical and Content) to allow sufficient time to use data to inform and differentiate instruction to meet individual student academic needs. <ul style="list-style-type: none"> Weekly 45 minute PLC during activity period Weekly 2-hour PLC during extended day every Wednesday. 	Principal Asst. Principal Vertical aligned PLC Content PLC	Master schedule Agendas, minutes, sign-in sheets	August 2020	May 2021
Yr 4 2020-2021 7. Go through contractual processes for science	Turnaround Officer Principal	Completed work reports PLC minutes, agendas, sign-in sheets	August 2020	April 2021

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
content/strategies PD and data analysis with instructional planning PD. Implement MOU for Arts Council activities. Engage consultant for imbedded ongoing PD for science content, standards unpacking, instructional techniques, and hands-on discovery learning. Engage consultant for imbedded ongoing PD for all teachers to grow capacity for data analysis and use with adjusting instruction, differentiating instruction, and meeting the needs of students.				
Yr 4 2020-2021 8. Develop schedule for classes to reflect the extended day and provide increased learning time. Extended day begins on first day of school.	Principal	Master schedule Class schedule	July 2020	August 2021

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Students attend after-school program for 2 hours on Monday, Tuesday, and Wednesday. Teachers attend two hours after-school on Wednesdays for PLCs. 96 additional hours				
Yr 4 2020-2021 8. Communicate and adjust transportation schedules and bus driver expectations. Bus departs at 5:45 pm.	Transportation Director Principal	Bus drivers arrive at school on time Students delivered home quickly and safely	August 2020	May 2021
Yr 4 2020-2021 9. Increase P16 participants, plan and implement more engaged community and parent involvement.	Principal P16 Council	Committee membership list Agenda, minutes, sign-in sheets Number of and type of activities	August 2020	May 2021
Yr 4 2020-2021 9. Communicate to families the new schedule and purpose – multiple family meetings, emails, flyers, website, and social media notifications. Every Monday, Tuesday,	Principal Technology Director	All students remain at school for extended day	May 2020	August 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Thursday extended school day for 2 hours.				
Yr 4 2020-2021 10. Hire and staff faculty with autonomy and make decisions regarding calendar and budgeting.	Principal	Recruitment and interview documentation Teacher rosters	May 2020	June 2021
Yr 4 2020-2021 11. LEA provides ongoing, intensive technical assistance and support.	Superintendent District Leadership Team Turnaround Officer	Turnaround Officer notes District Leadership minutes, agendas, sign-in sheets	July 2020	June 2021
Select Year...				
Select Year...				

PART II: TEACHING AND LEARNING—TURNAROUND, TRANSFORMATION, EARLY LEARNING, and PATHWAYS TO SUCCESS

To be completed if the LEA is proposing a Turnaround, Transformation, Early Learning, or Pathways to Success model.

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify **one** element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for any requirement so as not to lose points.

A. Curriculum

1. Use of State Standards

Certify below that the school uses the state-adopted *Mississippi Early Learning Standards for 3- and 4-Year-Olds*, the *Mississippi College and Career Ready Standards*, and the *Mississippi Curriculum Frameworks*, as applicable, as the basis of the school’s curriculum.

YES

X NO N/A No PreK 4 classes.

2. Research-Based Materials

a) Current and Proposed Research-Based Materials

Complete the chart to describe the school’s current and proposed research-based curricular materials that are aligned to state standards. If the school is satisfied with its curricular materials, it does not have to propose new materials. If the school intends to discontinue programs or materials, please note what will be discontinued in the “proposed” column.

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
<i>Subject</i>	<i>Ex. textbooks, software, manipulatives, centers, etc.</i>	<i>SIG curricular materials; specify whether items are additions, substitutions, or deletions</i>
Mathematics	Envisions iReady online Ready print (class set)	Addition – Individual student copies of Ready print Ready and iReady meet the criteria in the USDOE guidance as evidence-based interventions.
Remedial mathematics	SuccessMaker iReady online MobyMax (sped/ELL students)	Addition: Individual student copies of Ready print John Hattie’s MobyMax research shows effect size of >.4 for learning accelerates learning and

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
		=.4 for progresses one grade level.
English/Language Arts (ELA)	Wonders iReady online Ready print	Addition: Individual student copies of Ready print
Remedial ELA	iReady online SuccessMaker MobyMax (ELL and Sped) SuccessMaker – A meta-analysis study of computer-based instruction conducted by James A. Kulik showed SuccessMaker yielding an effect sizes of .4 or more. Gains of 1.4 years on a grade-equivalent scale are likely.	Addition: Individual student copies of Ready print
Reading	Wonders Ready print iReady online	Addition: Individual student copies of Ready print
Remedial reading	SuccessMaker iReady online MobyMax (sped/ELL students)	Addition: Individual student copies of Ready print
Science	Glencoe Science Science Weekly The current science text are outdated and do not provide the outcomes desired. The new science curriculum has been shown to have positive outcomes according to Best Evidence Encyclopedia.	HMH Science Fusion 2017 Addition: Increase Study Island license to include all Science materials Research by Edmentum and peer reviewed by Marzano shows ESSA rank of moderate evidence to quasi-experimental study and replicated by Marzano.
Social Studies/History	Mississippi Studies and World Geography Social Study Weekly	Addition: Increased Study Island license to include all Social Studies material
EARLY LEARNING: Approaches to		

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
Learning		
EARLY LEARNING: Socio-Emotional Development		
EARLY LEARNING: Physical Development		
EARLY LEARNING: Cognitive Development and General Knowledge (focusing on subjects other than math, science, and social studies, such as art)		

b) Monitoring the Effectiveness of Materials

How will the school monitor the effectiveness of adopted curricular materials?

The school will monitor the effectiveness of adopted curricular materials through teacher observations, formative/summative assessments, universal screeners, student work, and PLC data meetings. Fidelity to the program is key to implementation and expected academic achievement. If progress is not shown, corrections will be made.

c) Alignment of Materials to State Standards

How does the school ensure that curricular materials in each subject-area/grade-level are aligned with the state standards?

The MS College and Career Standards are the basis of the school’s curriculum. All materials are checked for alignment to the CCRS. The selection process of the curricular materials include a screening of the materials by a team of teachers and administrators who will be using the program. The materials are reviewed for impact on academic achievement with students with similar populations and the alignment to the MCCRS. The research for the program is reviewed. Once the materials are reviewed, the vendors may be asked to visit and demonstrate the product. The team evaluates the product based on ease of implementation, the protocol for time, amount of training needed, alignment to MCCRS, and cost.

The curriculum textbooks are the same across district. The District leadership forms a team composed of teachers and administrators from each grade, each content area, and each school

to review materials. The text books are compared to the district pacing guides (which are aligned to state standards) and the blueprints. Due to the differences in student populations and results of high stakes testing data, individual schools are allowed to select supplemental materials to meet student needs. The school utilizes common curriculum across all grade levels for consistency and vertical alignment. Before any supplemental materials are purchased a school team composed of each grade level and subject area reviews the material, reviews the research, and ensures the alignment to state standards. Once this is done, it is referred to the district team who confirms the product is aligned to state standards. As state standards change or are revised, the school and district teams check the curriculum and all supplemental products against the modifications by the state.

3. Vertical Alignment

Answer the following questions to describe the current or proposed process of vertically aligning the curriculum in each core subject.

a) Pacing Guides

Provide the school's website link to pacing guides in each core subject in each grade-level:
<http://fcsd.us/district-links/>

If the school does not have pacing guides for core subjects in all grade levels, please describe how the school will develop pacing guides in core subjects for all grade levels for use during the intervention model.

The school has pacing guides for core subjects in all grade levels. However, the school will revise the alignment as necessary to the Fusion Science Curriculum.

b) Reviewing and Revising Pacing Guides

Describe the school's process for reviewing and revising pacing guides to keep them current in each core subject in each grade-level.

At the district level, the Chief Operations Officer leads a team of teachers from each grade level, content area, and school to review the pacing guides to the core subject area and the standards. ETAC uses modified district pacing guides that reflect focus state standards with the intent of closing student achievement gaps. The modified pacing guides are revised by grade/content area with the assistance of outside consultants. Standards may be looped from one term to the next to ensure standard retention. These modified pacing guides are placed in a school Dropbox available to all ETAC teachers, but they are not published on the website.

c) Cross-Grade Planning

Describe the process for cross-grade planning to ensure that the curriculum in each successive grade builds on previous learning.

Vertical planning takes place during Wednesday afternoon professional development. Content area (K-8) and grade level teams rotate every other week. Content area teams encompass all

grade levels to ensure vertical alignment. Grade level meetings are grouped by grade span (K-1) (2-3) (4th) (5-6) (7-8) (Sped and aux teachers are assigned to grade level span). The grade level meetings meet not only every other week after school but every Tuesday during PLC. At the meetings teachers ensure they are following the focus standards, adjusting instruction, and planning to meet the needs based on data.

Vertical alignment documents and the scaffolding documents are utilized in meetings to assist teachers in ensuring appropriate skills are taught and to assist in closing the achievement gaps for students.

4. **PATHWAYS ONLY:** College and Career Ready Competencies

a) ~~Defined List of Competencies~~

~~Provide the school's list of college and career ready competencies as Attachment F.~~

~~If the school does not have a list, please describe how the school will develop the list of college and career ready competencies expected of all students.~~

b) ~~Integration in Each Course~~

~~Please describe how the school will ensure that the defined college and career ready competencies are integrated into each class.~~

c) ~~Senior Capstone Project~~

~~Describe how a Senior Capstone Project will be used to demonstrate a student's mastery of the college and career ready competencies.~~

5. **PATHWAYS ONLY:** Career Pathways

~~Describe the career pathways that will be available to students enrolling in the school.~~

6. **PATHWAYS ONLY:** College Credit

a) ~~Partners~~

~~Name the school's partners in providing college credit to all students at no cost, including tuition, fees, and textbook costs.~~

~~Attach the school's signed memoranda of understanding with its key institution of higher education (IHE) partner as Appendix F.~~

~~b) Plans for College Credit~~

~~Describe the school's plans to offer college credit. Be specific.~~

~~7. PATHWAYS ONLY: Work-Based Learning Opportunities~~

~~a) Partners~~

~~Name the school's partners in designing or providing work-based learning opportunities.~~

~~Attach any signed memoranda of understanding as part of Appendix F.~~

~~b) Plans for Work-Based Learning Opportunities~~

~~Describe the school's plans for providing work-based learning opportunities.~~

B. Instruction

1. Instructional Improvements

Answer the following questions to demonstrate that instructional improvement will be embedded into the school improvement process.

a) Instructional Design

Describe the school's current instructional design, including teaching methods.

The school's current instructional design is structured around the Total Teaching Act which follows the research-proven Madeline Hunter model. The Total Teaching Act involves (1) selecting the objective, (2) creating the focus, (3) teaching to the objective, (4) reinforcing the focus, and (5) reflecting on what worked and what didn't. The lesson flow includes direct instruction, guided instruction, and independent practice. The teacher monitors as students work and changes are made to the lesson and instruction on a continuous basis dependent upon the feedback from the formative assessments utilized during the day's lesson.

Teachers are encouraged and expected to use hinge point/high yield teaching strategies. Classes are taught in a combination of large group, small group, and one-on-one instruction. The curriculum is driven by the MCCRS and teachers utilize the blueprints and the scaffolding documents. Lessons and instructional methods are differentiated based upon student needs. Our inclusion and ELL classrooms follow this lesson line with a co-teaching design. The Three Tier Instructional Model is followed by the school. As students fall behind their peers, interventions are put in place and a referral to TST occurs when the classroom interventions do

not work. Students on Tier II and Tier III receive focused interventions through the Boost program. Students receive personalized remediation assistance via computer instruction and teacher instruction during their activity period, other than library and computer time. Library and computer provide additional reading and math assistance. Computer time is considered an uninteruptable time in order to get at least 45 minutes of computer instruction of reading and math a week. The program's research shows that if the program is used with fidelity to implementation and time protocols it should yield positive results and growth. Our scores show this to be true. The addition of 60 chromebooks and 3 carts will allow all students access to the computers in order to ensure fidelity of program useage and improve student outcomes.

The two kindergarten classes share a teacher assistant. The assistant is present in both classes during reading so they can provide reading assistance at this time. The Boost assistants provide assistance in the first and second grade classroom during reading.

All classes have at least 90 minutes for reading and math. Lower grades (K-3 get nearly 100 minutes of each). The middle school rotates on 90 minutes blocks. Grades K-2 are self-contained and grades 3-8 are departmentalized to ensure the strongest teaches are providing high quality core instruction.

Each year additional learning time will be added to the school day. An extra two hours for students for Monday, Tuesday, and Thursday will be added for students starting November 1, 2017 in year 1 and at the beginning of the year for each of the subsequent years. Starting in Year 3 students will attend three 4 hour Saturday sessions in the spring in addition to the extended day. In Year 4 there will be 4 Saturday sessions in the spring.

Professional learning is a part of the instructional design. Teachers participate in weekly PLC meetings that are vertically aligned one week and content aligned the other. If the SIG is granted, teachers will meet for two hours on Wednesday afternoon in PLCs.

b) Enhancements through SIG

How will instruction be enhanced through the School Improvement Grant model, including the use of evidence-based strategies?

The additional two hours a day for teacher collaboration through PLCs provides teachers with opportunity for designing specific instructional interventions based on timely student data. Classroom instruction will be improved through focused professional development held every Wednesday afternoon from 3:45 to 5:45 on classroom instructional strategies to include differentiation, how to use data to drive instruction, content instruction, and a better understanding of the MCCRS and the use of the blueprints and scaffolding documents. In science, instruction will be enhanced through the purchase of a hands-on research-based science program. In all grades, individual copies of supplemental instructional materials (rather than a class set) will be provided allowing for improved engagement and learning outcomes. Special education and English language learners will have access to a computer based program that will help enhance learning and help close the achievement gap. The day will be expanded by approximately two hours so students have greater instructional time. Through the addition of chrome books, students will be able to have one-to-one access to technology as they work on computer programs for interventions and/or enrichment. Since the computer programs being used are research-based and have protocols for time that ensure academic achievement,

the school wishes to replicate the positive gains reported by the computer programs. The additional technology will allow the school to follow or exceed the protocols. In addition, an arts enrichment program will be added for all students which will offer workshops/classes that will engage and educate young people as artists and leaders, as well as inspire creativity and positive problem solving. The classes will use art infused collaborative learning and include mindfulness techniques. We will continue to use the evidence-based curriculum, universal screeners, and instructional materials through our extended learning time.

Each year additional learning time will be added to the school day. An extra two hours for students for Monday, Tuesday, and Thursday will be added for students starting November 1, 2017 in year 1 and at the beginning of the year for each of the subsequent years. Starting in Year 3 in addition to the addition 2 hours each day, students will be expected to attend three 4 hour Saturday sessions in the spring. In Year 4, students will be expected to attend 4 Saturday four hour sessions in the spring. All teachers, teacher assistants, support personnel, and bus drivers will be utilized during the two hour extended day program in the classroom. The bus drivers will complete other school routes and return to Earl Travillion and act as tutors in the classes until dismissal time. Buses will not run until the end of the extended day ensuring all student participation

Science instruction will be enhanced using a research based program called Fusion. This program is hands-on discovery based. The teachers will also be provided professional development by a consultant who will give job-embedded ongoing professional development in content, teaching strategies, and the training on discovery learning. A consultant proficient in the use of data analysis and instructional decision-making will be utilized with all teachers. This consultant will assist teachers in utilizing data to make informed instructional decisions for teaching and for student differentiation and assignment.

2. ~~EARLY LEARNING MODEL ONLY: Full Day Kindergarten and High Quality Pre School~~

Answer the following questions to demonstrate that the school will meet the requirements for the Early Learning Model.

a) ~~Full Day Kindergarten~~

~~Certify that the school offers full day Kindergarten to all students, in accordance with Miss. Code. Ann. § 37-21-6.~~

~~YES~~

~~NO~~

b) ~~Compulsory Attendance for Enrolled Kindergarteners~~

~~Certify that the full day Kindergarten is compulsory for any child who enrolls, in accordance with Miss. Code. Ann. § 37-13-91(2)(f).~~

~~YES~~

~~NO~~

c) High-Quality Pre-School

How will the school's plans to establish or expand a high quality pre school program satisfy the following program requirements? Include information about how many classrooms will be available and how many children will be eligible to attend of the total expected entering Kindergarten class.

Program Requirement	Program Alignment
(1) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials	_____
(2) High quality professional development for all staff	_____
(3) A child to instructional staff ratio of no more than 10 to 1	_____
(4) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications	_____
(5) A full day program	_____
(6) Inclusion of children with disabilities to ensure access to and full participation in all opportunities	_____
(7) Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State early learning and development standards, for at least the year prior to kindergarten entry	_____
(8) Individualized accommodations and supports so that all children can access and participate fully in learning activities;	_____
(9) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff	_____
(10) Program evaluation to ensure	_____

continuous improvement	
(11) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development	_____
(12) Evidence based health and safety standards	_____

3. Multi-Tiered System of Supports Instructional Model/Intervention Process (IP)

State Board of Education Policy Part 3, Chapter 41 requires all schools in Mississippi to use a Multi-Tiered System of Supports Instructional Model. Complete the chart below to describe how the personalized academic and non-academic support services which support the school's intervention process will be improved through the SIG process.

Type of Service	Current Services	Proposed Services
	<i>What services are currently available to students who have been identified through the school's multi-tiered model?</i>	<i>How will the school enhance available services under the SIG program?</i>
Academic	<p>Tiger Time is a remediation/enrichment block that is built into the master schedule for students needing additional instructional time.</p> <p>Boost - students are pulled from activity to receive online or face-to-face remediation.</p> <p>After School Tutorial is provided for 3rd graders by William Carey University students. The bottom 25% of students in 3rd grade are eligible for the program.</p>	<p>Extended day will provide more opportunity for college/university students to participate on campus for volunteer tutoring.</p> <p>Additional learning time will be extended for all students as part of the extended day.</p> <p>Additional chrome books will be purchased to allow one-to-one technology for each student allowing for more time on the online research-based program to target specific deficit areas for remediation and enrichment.</p> <p>The science curriculum will be enhanced through the purchase of the Fusion program for science. This hands-on program is research-proven to be effective with students who have academic deficiencies.</p> <p>Ready print curriculum will be</p>

		<p>purchased so every child can have their own copy of the reading, writing, and math resource books.</p> <p>3rd grade Science students will have access to Study Island as an instructional tool and the program will be expanded to include all aspects of the program including assessments.</p> <p>General academic supplies such as teacher resource materials, ink, paper, rolls of poster paper for posting data; and student resources such as hands-on manipulatives for math, calculators, leveled readers, folders, and notebooks all designed to be utilized for student academic performance.</p>
<i>FOR PATHWAYS:</i> Academic counseling		
<i>FOR PATHWAYS:</i> Teacher Advisors		
Non-academic	<p>Community partners have adopted grade levels to provide artistic, cultural, and social/emotional support and experiences.</p> <p>Kindergarten – Westpoint Baptist Church provides classroom supplies, volunteers, mentors, and reading buddies.</p> <p>1st grade – Edwards Street Fellowship and Wesley Manor provide classroom supplies, adopt-a-grandparent, support, mentors, and reading buddies.</p> <p>2nd grade - Lauren Rogers Museum provides art and cultural activities.</p> <p>3rd grade – Junior Auxiliary provides</p>	<p>The Hattiesburg Smart Space program will be provided by the Hattiesburg Arts Council to all grade levels on a monthly basis. Children will be given the opportunity to have a diverse social and artistic opportunity to work together in one central location. The program will offer classes that will engage and educate young people as artists and leaders, as well as inspire creativity and positive problem solving. The goal is to build relationships that will empower our youth to become stronger, more imaginative, and more involved community members through the use of art-infused collaborative learning. Mindfulness</p>

	<p>art and music activities, fun reading activities, and mentoring.</p> <p>4th grade - Hattiesburg Smart Space under Hattiesburg Arts Council programs provides art, movement, and mindfulness techniques on a weekly basis.</p> <p>5th – 8th grade - Alpha Phi Alpha and Men of Excellence provide mentoring and other forms of support as needed.</p> <p>The last week in February is “I love to Read Week.” Alumni and partners come and read to students, provide support throughout the school, and high-five and encourage students.</p>	<p>techniques will also be utilized as a means for students to learn how to not overly react or be overwhelmed, and to be fully present and aware of what they are doing.</p>
<p><i>FOR TURNAROUND AND PATHWAYS: Socio-emotional counseling and other services</i></p>		
<p><i>FOR TURNAROUND ONLY: Community- oriented services</i></p>		

Attach the school’s Multi-Tiered System of Supports process as part of **Appendix G**.

4. Special Populations

Complete the chart to describe how the SIG process will enhance services, including personnel or supplemental curricular resources, for special populations.

Group	Current Services	Proposed Services
Students with Disabilities	Tiger Time is a remediation/enrichment block that is built into the master	MobiMax will be utilized as a different resource than what is used in other classrooms for

	<p>schedule for students needing additional instructional time. Student IEP needs are being addressed during this time.</p> <p>Boost - IEP students are pulled from activity to receive online or face-to-face remediation.</p> <p>After School Tutorial is provided for 3rd graders by William Carey University students. The bottom 25% of students in 3rd grade are eligible for the program.</p>	<p>students with disabilities.</p> <p>Extended day will provide more opportunity for college/university students to participate on campus for volunteer tutoring.</p> <p>Additional chrome books will be purchased to allow one-to-one technology for each student allowing for more time on the online research-based program to target specific deficit areas for remediation and enrichment.</p> <p>Students with IEPs will attend the 2 hour extended day program. Special education teachers will be part of the instructional period to provide specific instruction for students with IEPs.</p> <p>The science curriculum will be enhanced through the purchase of the Fusion program for science. This hands-on program is research-proven to be effective with students who have academic deficiencies.</p> <p>Ready print curriculum will be purchased so every child can have their own copy of the reading, writing, and math resource books.</p> <p>3rd grade Science students will have access to Study Island as an instructional tool.</p>
English Language Learners	EL teacher full-time Tiger time is a remediation/enrichment block	MobyMax will be utilized as a different resource than what is used in other classrooms for

	<p>that is built into the master schedule for students needing additional instructional time.</p> <p>Boost - ELL students are pulled from activity to receive online or face-to-face remediation.</p> <p>After School Tutorial is provided for 3rd graders by William Carey University students. The bottom 25% of students in 3rd grade are eligible for the program.</p>	<p>students with disabilities.</p> <p>Extended day will provide more opportunity for college/university students to participate on campus for volunteer tutoring.</p> <p>Students identified as ELL will attend the 2 hour extended day program. Language assistance will be provided as part of the instructional period to provide specific instruction for EL students.</p> <p>The science curriculum will be enhanced through the purchase of the FOSS program for science. This hands-on program is research-proven to be effective with students who have academic deficiencies.</p> <p>Ready print curriculum will be purchased so every child can have their own copy of the reading, writing, and math resource books.</p> <p>8th grade math students will have access to scientific calculators.</p> <p>3rd grade Science students will have access to Study Island as an instructional tool.</p>
Academically Behind	<p>Tiger Time is a remediation block that is built into the master schedule for students needing additional instructional time.</p> <p>Boost - students are pulled from activity to receive online or face-to-face remediation.</p> <p>After School Tutorial is provided</p>	<p>Extended day will provide more opportunity for college/university students to participate on campus for volunteer tutoring.</p> <p>Additional learning time will be extended for all students as part of the extended day.</p> <p>Additional chrome books will be</p>

	<p>for 3rd graders by William Carey University students. The bottom 25% of students in 3rd grade are eligible for the program.</p>	<p>purchased to allow one-to-one technology for each student allowing for more time on the online research-based program to target specific deficit areas for remediation and enrichment.</p> <p>The science curriculum will be enhanced through the purchase of the Fusion program for science. This hands-on program is research-proven to be effective with students who have academic deficiencies.</p> <p>Ready print curriculum will be purchased so every child can have their own copy of the reading, writing, and math resource books.</p> <p>3rd grade Science students will have access to Study Island as an instructional tool.</p>
<p><i>FOR PATHWAYS:</i> Students at Risk of Dropping Out of School</p>		
<p><i>FOR PATHWAYS:</i> Students Least Likely to Attend College/Those Historically Underrepresented in College</p>		
<p>Gifted or Advanced</p>	<p>Gifted classes (Horizons) are offered for identified students.</p> <p>Enrichment activities are provided during Tiger Time.</p>	<p>During the extended day, gifted and advanced students will receive enrichment coursework to challenge and advance the students' academic progress.</p> <p>The Hattiesburg Smart Space program will be provided by the Hattiesburg Arts Council to all grade levels on a monthly basis. Children will be given the</p>

		<p>opportunity to have a diverse social and artistic opportunity to work together in one central location. The program will offer classes that will engage and educate young people as artists and leaders, as well as inspire creativity and positive problem solving. The goal is to build relationships that will empower our youth to become stronger, more imaginative, and more involved community members through the use of art-infused collaborative learning. Mindfulness techniques will also be utilized as a means for students to learn how to not overly react or be overwhelmed, and to be fully present and aware of what they are doing.</p>
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5. **TURNAROUND/TRANSFORMATION ONLY:** Increased Time for Students

The Turnaround and Transformation interventions require that schools increase the length of the instructional year in minutes by lengthening the instructional day, adding instructional days to the calendar, or using both methods. The intervention models require that ***all*** students are included in the increased time. Research suggests that increasing the instructional year by at least 300 additional hours can have a positive impact on student achievement.

Complete the following chart to demonstrate that the school will increase the length of the instructional year. If SIG Year 1 is a planning year, please write “planning” in the first column.

YEAR	Length of Instructional Day (in minutes)	Number of Instructional Days	Length of Instructional Year (in minutes)
Current	415	178 full days (415) 2 60% days(265)	76,065
SIG Year 1	71 days @ 535 min 107 days @ 415 min 2 60% days @ 265	178 full days 2 60% days	87,465

	min		
SIG Year 2	106 days @ 535 72 days @ 415 2 days @ 265	178 full days 2 60% days	93,225
SIG Year 3	106 days @ 535 72 days @ 415 2 60% days @ 265 3 Saturdays @ 240	178 full days 2 60% days 3 Saturdays 183 total	93,945
SIG Year 4	106 days @ 535 72 days @ 415 2 60% days @ 265 4 Saturdays @ 240	178 full days 2 60% days 3 Saturdays 184 total	94,185
SIG Year 5	N/A	N/A	0

Attach as part of **Appendix G** the school's proposed schedule and school calendar which reflects increased time/time for educator joint planning across grade levels.

C. Data for Instructional Decision-Making

1. Current and Proposed Assessments

Complete the charts to describe how the school proposes to measure student progress in core subjects using formative, interim, and summative assessments.

a) Current Internal and External Assessments (List only those to be continued as part of the SIG process; *if any assessments will be discontinued, do not list them.*)

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Internal or External	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment. Multiple choice or free response? Is it paper and pencil or adaptive?</i>	<i>Is the assessment formative, interim, or summative?</i>	<i>Specify which grade levels use this assessment.</i>	<i>Specify which subject areas use this assessment.</i>	<i>An internal assessment is created by district or school staff; external assessments are created by vendors or the state.</i>	<i>How often is this assessment given?</i>
Dibels	This test measures fluency & comprehension. It is a verbal test administered to individual students. At K-3, the test will be administered to all students in the class. At grades 4-8, it will be used as part of Tier II and Tier III interventions to assess progress toward goal. Assessment data is available immediately and can be disaggregated.	Interim diagnostic	K-3	Reading	External	3 x year fall, winter, spring At Tier II/III as needed

NWEA	<p>NWEA is used as a universal screener administered to all 3-8 grade students that measures student growth and learning needs. The test is an adaptive multiple-choice computer based assessment.</p> <p>Class assessment data is available immediately after the testing window closes. Individual students' scores show immediately. Data can be disaggregated.</p>	interim	3-8 K-2	Reading/Math/ ELA Reading Math	External	3 x year Fall, winter, spring
STAR	<p>STAR is a universal screener administered to all K-3 students that measures student growth and learning needs. The test is a multiple choice computer based assessment.</p> <p>Individual student's results are available immediately. Class results are available immediately after testing window closes.</p>	Interim diagnostic	K-3	Reading/Math	External	monthly
iReady	iReady is an adaptive diagnostic for reading and mathematics that pinpoints student needs	Formative Interim diagnostic	K-8	Reading & Math	External	monthly

	<p>down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. It is a computer-based multiple-choice and constructed responses assessment.</p> <p>Assessment data is ready within 24 hours of taking the test.</p>					
MAAP	<p>The Mississippi Academic Assessment Program is the MDE chosen state assessment. It is computer based with both multiple choice and constructed response questions.</p>	Summative	3-8	ELA and Math	External	Annually
MST2	<p>Mississippi Science Test 2 is the MDE chosen state assessment. It is computer based with multiple-choice questions.</p>	Summative	4 th , 8th	Science	External	Annually
SuccessMaker	<p>This multiple choice computer based assessment is used in the Boost program as part of the MTSS program. It is an adaptive assessment and instructional tool that provides continuous data. It is used at a minimum of 2x a week as a progress monitoring tool.</p> <p>Assessment results are available</p>	Formative Interim	K-9	Reading/Math	External	Individualized as needed for each child and per tier

	immediately after taking the assessment.					
Chapter/Unit Tests	Teacher-made assessments that are usually paper and pencil and a combination multiple choice and constructed responses.	Formative/ Summative	K-8	Math, ELA, Reading, Science, Social Studies	Internal	Weekly or as unit/chapter ends
Classroom Daily Work/Quiz	These assessments are generally teacher-created and may be paper and pencil, teacher checklist, observation, or student work.	Formative	K-8	Math, ELA, Reading, Science, Social Studies	Internal	Daily
9 Weeks Tests	These are teacher assessments that are usually paper and pencil. They generally include a mix of multiple choice and constructed response/	Formative Summative	3-8	Math, ELA, Reading, Science, Social Studies	Internal	4x a year
MKAS	This assessment is the MDE assessment for kindergarten and the 3 rd grade gate. It is a multiple choice test.	Interim	Kinder and 3 rd grade	Reading	External	K- 2x year 3 rd – 1x year plus any retakes
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...

b) Proposed Assessments

(1) External Assessments

The school feels strongly the assessments for math, ELA, and reading are high-quality assessments and provide data on an ongoing basis. Data is collected from multiple standardized assessments and triangulated to provide insight into individual student achievement. Based on the data, students are provided interventions. These interventions are monitored using forms of the assessments. The data has proven to be predictive in nature in regards to student achievement on the state assessments. However, there are no external assessments that give interim data for science. In addition, there are no interim assessments that are aligned to the MCCRS and pacing guide. Therefore, these two assessments will be added.

[NOTE FOR PATHWAYS MODEL: Pathways to Success applicants **must administer the ACT, the ACT Aspire Series, or an approved institutions of higher education (IHE) entrance/college placement exam to students as early as eighth grade.** The budget must reflect how the school will offer these tests free-of-charge to students.]

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment (e.g., multiple choice or free response; paper and pencil or adaptive; etc.)</i>	<i>Is the assessment formative, interim, or summative?</i>	<i>Specify which grade levels use this assessment.</i>	<i>Specify which subject areas use this assessment.</i>	<i>How often is this assessment given?</i>
Study Island	This assessment is a computer based multiple choice and constructed response assessment that allows the school to access data and monitor learning outcomes in Science.	Formative interim	5-8	Science	External
ELS	ELS creates and provides assessments matched to the MCCRS. The tests will be aligned to the pacing guides. It is a curriculum-based assessment. This assessment will be a common district-wide assessment. The results will be	Formative Interim	3-8	Math ELA Science	External 3 times a year at the end of the 9 weeks period.

	received within 1 – 3 days.				
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(2) Internal Assessments

If the school plans to develop new formative, interim, or summative assessments, describe how the school will develop and approve new internal assessments.

The school feels strongly there are sufficient high-quality internal assessments for math, ELA, and reading being used to provide data on an ongoing basis. The PLCs review the internal assessments data and discuss the results as compared to external data results and instruction. With the assistance of literacy coaches, Turnaround Officer, and outside consultants, internal assessments are constantly being reviewed and revised as necessary. For this reason, no new internal assessments are proposed for purchase.

2. Data-Driven Decision-Making

Please answer the following questions to demonstrate that this assessment plan can enable data-driven decision-making.

a) Instructional Decisions

What instructional decisions will be informed by student data?

The data will be one of the measures used to identify effective Tier I instruction in the classroom. Instructional decisions for placement in remediation and enrichment services are driven by formative, interim, and summative student data. Teachers adjust their instructional strategies and curriculum pacing based on the data provided through formative and interim data. In addition, the formative, interim, and summative data from assessments are used to refer students for TST and the Tier process. Student progress in the Tier program will be measured through probes and progress monitoring using the student data.

b) Immediate Analysis, Feedback, and Targeted Instruction

How do the current and proposed assessments permit immediate analysis, feedback, and targeted instruction?

The assessments (NWEA, STAR, iReady, Study Island, Dibels, and SuccessMaker) are given at set times throughout the year to monitor student growth and academic achievement on skills and standards being taught. These results from iReady, Study Island, Dibels, and SuccessMaker are available immediately. Teachers analyze the data and provide feedback to students and make decisions in how to target instruction for remediation of skills. NWEA and STAR data is available in group reports immediately after the testing window closes. Once the window closes the data is used in the same way as previously mentioned. The data provided from the assessments is immediate and allows the teachers to look at the data and adjust classroom instruction. The data identifies targeted areas for instruction and the students who may need changes to student learning plans. In addition, the assessment results are shared with students and compared to the student set goals. Students receive feedback from the data and adjust learning goals if necessary. iReady, Dibels, and SuccessMaker are also used as needed as a probe for understanding for immediate targeted instruction. Students have goal sheets and complete their goal sheet as they receive the results after taking the test. Student growth is monitored, praised, and rewarded. The school has a data room on which student data is plotted and adjusted as students show growth and proficiency.

c) Academic Growth of Students

How do these assessments allow the school to track academic growth of students?

NWEA and STAR assessments provide immediate individual assessment results as a student completes the test; however, group reports are not available until after the assessment window closes. These tests are given 3x a year. The data is analyzed and growth is measured from one testing window to another. They are standardized and allow for growth comparison and

tracking from grading period to grading period and year to year. The time frame for assessment allows time between testing windows for instruction. The assessment instruments identify proficiency levels and predicts where the students should score on the state assessment. Data from each testing window can be compared to the previous assessment window to identify academic growth. Study Island will be added as an assessment for tracking growth in Science for grades 4 - 8. ELS common district assessments will be utilized in ELA and Math for grades 3-8. This assessment will be given 3x a year and identify how students are progressing on mastery of the standards. Students have goal sheets and complete their goal sheet as they receive the results after taking the test. Student growth is monitored, praised, and rewarded. The school has a data room on which student data is plotted and adjusted as students show growth and proficiency.

d) Achievement Gaps

How do these assessments allow the school to track achievement gaps in both proficiency and growth between major student subgroups?

The assessments can be disaggregated into subgroups through the testing programs or manually allowing the tracking of subgroup populations for comparison to all groups by both proficiency and growth. SchoolStatus is working to provide all testing information disaggregated by subgroup.

e) Support for Data Analysis and Use

What school structures (e.g., committees, software, dedicated staff, or schedules) will support data analysis and use?

The assessments (NWEA, STAR, iReady, Study Island, Dibels, and SuccessMaker) software will be renewed and implemented with fidelity to provide reliable and useable data. PLCs are used to analyze and review the data, and schedules are set so PLC teams can have sufficient time for data discussions. The school leadership team has regular designated meeting times set aside to review the data from the formative, interim, and summative assessments. The Turnaround Officer will review the data and monitor the usage of data with the principal and leadership team. The superintendent will meet monthly with the principal with the focus of data analysis, use of data, and student academic growth and proficiency. Growth, proficiency, and the meeting of student goals will be celebrated by the faculty and the students.

3. **PATHWAYS ONLY:** Early Warning System

~~The Pathways to Success model requires that schools use an Early Warning System. The [American Institutes of Research](#) defines Early Warning Systems as "...data systems that use validated indicators to identify students at risk of missing key educational milestones such as high school graduation."~~

a) ~~Availability of an Early Warning System~~

Does the school have access to an Early Warning System?

YES

NO

If not, describe how the school will develop or acquire an Early Warning System that can be used from the start of the first full year of implementation.

b) Data for the Early Warning System

What data will the school use to identify the population at risk of dropping out of school?

What qualitative and quantitative data will the school use to identify students least likely to attend college and/or those historically under-represented in college courses?

D. Instructional Leadership and Staff

Please complete the charts below to demonstrate that the school will have the human capital to implement the school proposal. Only school-level positions should be listed in this chart.

1. Current Instructional Staff (List only those to be continued during SIG.)

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
Principal	1	District	The principal will be the instructional leader of the school. She will be responsible for ensuring the grant is implemented with fidelity and monitor the progress of the grant. She will be responsible for ensuring PLCs and other professional development opportunities are carried out with fidelity. She will have responsibility for all activities that take place in the school.	Superintendent
Asst. Principal	1	District	Among other responsibilities, the assistant principal will be responsible for ensuring the discipline policies are carried out with fidelity and consistency. She will oversee professional development and conduct classroom observations. In addition the	Principal

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			Assistant Principal will share the load with the principal in reviewing lesson plans and making classroom evaluations.	
Reading Interventionist	.5	Title I	The reading interventionist serves in classrooms and works with Tier 1 and Tier 2 students who show deficits based on universal screeners in grades K-3. This individual also models lessons and provides direct literacy support to 2 nd grade teachers.	Principal
Counselor	1	District	The school counselor works with students who need social and emotional support along with those who are struggling academically. The counselor also provides support for students who have discipline and attendance concerns. The counselor provides dropout and at-risk support.	Principal
Classroom Teachers	17	District	The classroom teachers' primary responsibilities are to provide strong effective Tier I instruction of the MCCRS ensuring students gain academic knowledge	Principal

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			sufficient to score proficient and advanced on the state test.	
Boost Assistants	3	District	The Boost assistants provide remediation tutorials to students through one-on-one direct instruction or through oversight of computer assisted instruction.	Principal
Librarian	.5	District	The librarian provides oversight to the library by providing access to books and other materials for students and teachers. In addition, the librarian provides additional reading instruction to students during activity time in the library.	Principal
Boost Teacher	1	Title I	The Boost teacher provides remedial instruction for identified students in the Tier 2 and 3 process. The Boost teacher administers probes and monitors data to ensure students are mastering deficit skills and showing academic growth.	Principal
Special Education Teachers	4	District	Special education teachers work with students with learning disabilities in self-	Principal

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			contained, pull-out programs or inclusion settings based on a student's IEP. They use the MCCRS to drive instruction making modification and accommodations as needed.	
ELL Specialist	1	Title I	The ELL specialist works with identified EL students to learn English. In addition, the specialist provides tutorial and classroom assistance to the EL students. The ELL specialist also provides parental involvement support and training.	Principal
Kindergarten Teacher Assistant	1	District	Assistant Teachers work under the direct supervision of the teacher in the classroom. They provide assistance through classroom monitoring, small group instruction, and one-on-one assistance to students.	Principal
Gifted Teacher	.5	District	Gifted education is provided to students who meet the gifted criteria. The teacher provides activities and lessons that build upon and encourage academic learning,	Principal

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			increased problem solving skills and other creative thinking skills that are different from what is being taught in the regular education classroom.	
Early Literacy Coach	1	District	This position supports the Head Start Pre-K and district kindergarten through 1st grade teachers with literacy support. She models lessons, provides direct instruction, and other supporting assistance as needed.	Principal

2. Proposed Instructional Staff (List new positions during SIG implementation.)

[NOTE FOR PATHWAYS: Pathways to Success schools must reflect a **commitment to counseling through an adequate number of trained counselors.**]

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
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<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
No new school instructional staff will be funded by SIG.				

PART II: TEACHING AND LEARNING — CLOSURE

To be completed if the LEA is proposing a Closure model.

A. ~~Newly Consolidated School(s)~~

1. ~~School Information~~

~~Complete the chart below with information about the newly consolidated school(s) (the school(s) to which students are transferring).~~

NAME	MSIS School Code (LEA, School)	NCES Code (LEA, School)	2015-2016 State Accountability Label	Grades Served	Enrollment
_____	_____	_____	Select one...	Before: _____	Before: _____
				After: _____	After: _____
_____	_____	_____	Select one...	Before: _____	Before: _____
				After: _____	After: _____
_____	_____	_____	Select one...	Before: _____	Before: _____
				After: _____	After: _____

2. ~~Higher Achieving School(s)~~

~~The newly consolidated school(s) must be higher achieving than the closed school. Please provide evidence, in terms of student achievement and accountability data, that the newly consolidated school(s) are higher achieving.~~

3. ~~Proximity to Closed School~~

~~What is the proximity of the newly consolidated school(s) to the old school? Please respond in terms of driving time and miles.~~

~~_____~~

B. Closure Plan

1. Transfer Plans

Please describe the LEA's plan to transfer students from the closed school to one or more receiving schools. If the LEA plans to phase in the closure and consolidation, please describe which students will transfer in which years.

2. Consolidated Staff

Describe how the school will combine staff from the schools, including eliminating unnecessary staff positions. If the closure is phased in, explain how the consolidation of staff will be accomplished over the closure period.

PART II: TEACHING AND LEARNING — WHOLE SCHOOL REFORM MODEL

To be completed if the LEA is proposing a Whole School Reform model.

A. Approved Evidence Based Whole School Reform Model

Which whole school reform model has the school selected?

Select one...

B. Fit with Student Instructional Needs

In the table below, describe how this model's characteristics address the instructional needs of the school.

Model Characteristic	How The Model Fulfills School Needs
Teaching and Learning in At Least One Full Academic Content Area	_____
Student Non-Academic Support	_____

C.—Instructional Leadership and Staff

Please complete the charts below to demonstrate that the school will have the human capital to implement the school proposal.
Only school level positions should be listed in this chart.

1. Current Instructional Staff (List only those to be continued during SIG.)

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

2. Proposed Instructional Staff (List new positions during SIG implementation.)

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>

PART III: OPERATIONS AND SUPPORT SYSTEMS—TURNAROUND, TRANSFORMATION, and EARLY LEARNING

To be completed if the LEA is proposing a Turnaround, Transformation, or Early Learning model.

PLEASE NOTE: If the LEA is eligible for the Rural Education Assistance Program, it may choose to modify **one** element of the Turnaround or Transformation model. If the LEA exercises this option, it must describe how it will meet the intent and purpose of that element. The LEA should clearly state whether it is exercising this option for a requirement so as not to lose points.

A. Allocation of Financial Resources

Complete the chart to describe how additional resources available to the school will be allocated to support the SIG proposal.

Source of Funds	2016-2017 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A	\$202,739	The funds support the SIG proposal through the funding of reading interventionist, Boost teacher, and ELL specialist who provide interventions and assistance in improving student achievement and closing the achievement gap. The funds also support the purchase/renewal of computer software, student resource books for the purpose of improving academic achievement. Funds are used to provide professional development designed to help teachers use data more effectively, gain content knowledge, and improve teacher instructional strategies. Title I funds are also used for technology purchases to allow students access to computer instructional programs.
Title II	\$20,000	Title II dollars provided support for a district professional development provider to assist the school with professional development needs. In addition, funds were allotted to allow teachers to travel off-site for conferences and trainings.
Title III (ELL)	\$19,000	Title III pays for a district ELL person who works at the school 2 days a week providing services for ELL students.
Title IV (21 st Century)	N/A	

Title VI (Rural Schools)	N/A	
McKinney-Vento Homeless Grant	N/A	
State Literacy Target School	N/A	
State Dyslexia Grant	N/A	
State Pre K Collaborative Grant	N/A	
Innovative High Schools	N/A	
State AP Funds	N/A	
Other Special Revenue:	N/A	
Other Special Revenue:	N/A	

B. Human Resource Systems

1. Recruitment and Hiring

a) School Leader

Schools are ***required to replace the principal as part of the Turnaround, Transformation, or Early Learning models, unless the school qualifies for an exception.*** Schools should complete parts (1), (2), or (3), as applicable.

(1) Newly Hired Principal Exception

If the school’s principal was newly hired in 2014-2015, the school does not have to replace the principal *IF* the principal is a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates. If the school cannot demonstrate this track record, then it may not retain the newly hired principal. If the school seeks to retain its newly hired principal, complete the following:

Date when the principal was hired: 7/1/2015

Quantitative evidence that the principal has a proven track record of success in raising student achievement:

The principal has success in raising student achievement has evidenced by the following: The Earl Travillion principal, Mrs. Kristina Pollard, was assistant principal (2008-2011) at Horn Lake Middle School. While there, she was the administrator responsible for teaching and learning, and the school moved from low performing to successful. She then moved to Horn Lake High as the administrator responsible for teaching and learning, she increased

the passing rate for Biology and English II. When she was appointed to the school in June 2015, the school received a low F rating under PARCC scores. In the two years at Earl Travillion, she has moved the school from a low F to high F to possible D. From 2016 to 2017, she grew the school 54 points. In addition, there has been significant growth on the Third Gate Gate (reading proficiency of 3rd graders). Mrs. Pollard grew the scores from 61% in 2015 to 75% in 2016 to 91.7% in 2017.

(2) **TURNAROUND/TRANSFORMATION ONLY:** Rural Flexibility Exception

If the LEA is eligible for the Rural Education Assistance Program and is choosing to modify this element of the turnaround or transformation model by not replacing the principal, please describe how the LEA will meet the intent and purpose of this element to ensure the principal provides strong leadership.

NOT ELIGIBLE

(3) Replace the Principal

Answer the following questions to describe how the school will recruit and evaluate applicants to select a ***strong leader with a proven track record of success in raising student achievement*** and, if applicable, increasing graduation rates.

(i) Recruitment

How will the LEA or school recruit a pool of qualified applicants for the position of School Leader?

N/A The principal is not being replaced.

Will the LEA or school use an external provider to recruit a pool of qualified applicants for the position of School Leader?

YES

NO

If so, please describe how the external provider will be involved in recruitment.

Attach as part of **Appendix H** the School Leader job description that the school will use when it markets the position.

(ii) Applicant Evaluation

Describe the process by which the school will evaluate applicants to select for a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates.

Even though the principal is not being replaced, the district principal recruitment process includes an initial search beginning with advertising the position. There is an internal review of applications screening for experience and evidence of student growth success. Candidates are invited for an interview which is focused on identifying the strengths and weaknesses of the candidate and his/her experience in leading an academically successful school. Applicants' references are checked with a focus on the evidence of administration of a successful school. The district pursues the best of the best. Our goal is to sell our district in the recruitment process.

If the school has interview protocols or applicant evaluation forms, attach these in **Appendix H**.

b) Instructional Staff

Please answer the following questions to describe how the school will recruit and evaluate applicants to select effective teachers and other instructional staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the intervention school environment.

(1) Instructional Staff Recruitment

How will the LEA or school recruit a pool of qualified applicants for instructional staff positions?

The school will recruit qualified applicants through a variety of methods which include recruitment fairs at colleges and universities, district recruitment fairs, and publication of opening on the district website. In addition, the principal will work with local universities and utilize student teachers. The principal will also draw upon professional contacts at conferences to recruit teachers. Skype and FaceTime have been and will be utilized for candidates who live outside of the area.

Will the LEA or school use an external provider to recruit a pool of qualified applicants for any available instructional staff positions?

YES

X NO

If so, please describe how the external provider will be involved in recruitment.

(2) Applicant Evaluation

TURNAROUND ONLY: ~~Describe the process by which the school will evaluate applicants to select for effective teachers and other instructional staff with a record of success in raising student achievement who also possess locally developed competencies that equip them to succeed in the turnaround environment.~~

~~If the school has interview protocols or applicant evaluation forms, please attach these in Appendix H.~~

TRANSFORMATION and EARLY LEARNING ONLY: Describe the process by which the school will evaluate applicants to select effective teachers and other instructional staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the transformation environment.

Teacher candidates will be screened for certifications in areas of need. The candidates will interview with the principal, assistant principal, and a team of teachers. The interview questions were determined by the principal, assistant principal, and the teachers and are asked of each candidate. They include data related questions and evidence of record of success. Candidates will be asked to talk through or model a mini-lesson based on a random standard or skill. Candidates will be scored based upon a rubric. Teacher references will be checked. References will be asked for evidence of effectiveness of the candidate. The principal will make the recommendation to the Superintendent.

How will this process differ, if at all, from current practice?

The process differs in that evidence of effectiveness of the candidate has not been a major portion of the interview in the past, but will be in future interviews.

If the school has interview protocols or applicant evaluation forms, please attach these in Appendix H.

c) Financial Incentives for Principal and/or Instructional Staff

(1) SIG-Funded

Describe any SIG-funded financial incentives (such as signing bonuses, moving reimbursement, or loan repayment) that the LEA or school will use to recruit staff for the school.

As a recruitment and retention incentive, the principal and instructional staff will be eligible for financial incentives based upon growth and proficiency of students as evidenced by the MAAP/MST2/MKAS assessments. The principal and assistant principal will set school goals with the superintendent and the teachers will set goals with the principal. These goals will be based on both growth and proficiency. If growth goals are met, the principal, assistant principal and teachers will receive \$500 dollars in the fall of the year following the spring assessment. If proficiency goals are met, the principal and teachers will receive \$500 dollars in the fall of the year following the spring assessment. If the school meets state growth standards and/or grows a letter grade, all employees receive a financial incentive of \$200.00. If the school grows 2 letter grades, the incentive will be doubled to \$400. If a teacher does not return to the school in the year following the assessment, the financial incentive is forfeited.

(2) Non-SIG-Funded

Are there additional state-funded, federally funded, or privately funded financial incentives available to instructional staff or administrators who chose to work at the school?

YES

X NO

If additional incentives are available, please describe.

2. **TURNAROUND ONLY:** Screening and Re Hiring No More Than 50% of Current Staff

~~**The Turnaround Intervention model requires schools to screen and re-hire no more than 50% of current staff.** Answer the questions below to describe how the school will screen and re-hire current staff. If the LEA is eligible for the Rural Education Assistance Program and is choosing to modify this element of the turnaround model by not replacing 50% of the staff, please describe how the LEA will meet the intent and purpose of this element to ensure a high quality staff.~~

~~a) Locally Developed Competencies~~

~~What are the school's locally developed competencies to measure the effectiveness of staff who can work within the turnaround environment?~~

~~_____~~

~~If the school does not have locally developed competencies, how will it develop them?~~

~~_____~~

~~b) Process for Screening and Re Hiring~~

~~Describe the school's process for screening and re-hiring no more than 50% of existing staff, including using locally developed competencies, in order to select staff with a record of success in raising student achievement?~~

~~_____~~

~~If the school has interview protocols or applicant evaluation forms, please provide these in **Appendix H**.~~

3. Employment Policies

a) Placement

At the school level, what is the process for assigning highly effective teachers to work with specific grades, subjects, and/or groups of students in order to ensure equity of learning opportunities for all students?

The principal does all possible to only employ experienced certified teachers. Teachers are placed in content areas and grades based on the teacher certification, evidence of effectiveness, and reference recommendations. Once in the position, the data is monitored to

ensure the teacher and position are appropriately matched. If data shows this not to be the case, the teacher may be moved the following year.

Practicum teachers are often hired as full-time teachers since the principal only places a practicum teacher with an experienced high-effective teacher. The principal knows the practicum teacher has been trained well. The principal uses the same process with the practicum based on the data from his/her practicum year.

b) **TRANSFORMATION/EARLY LEARNING ONLY:** Evaluation Policies

Will the school adopt and use the rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor that was developed by the Mississippi Department of Education in conjunction with teachers and principals?

YES

X

If no, describe the process that the district will use to develop rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor that was developed in conjunction with teachers and principals and that will be fully and effectively implemented upon receipt of the grant.

Earl Travillion uses an evaluation system developed by the Forrest County School District which is adapted from the MDE Teacher Growth Rubric. This evaluation system is uploaded in SchoolStatus. The evaluation instrument was developed by a team of district office and school personnel. The MDE teacher growth instrument was used as a model. The Forrest County Teacher Growth Instrument includes the required MDE rigorous, transparent, and equitable evaluation standards, plus additional standards that provide more in-depth understanding of teaching and learning. There are 5 domains: Planning, Assessment, Instructional Practices (Instruction), Classroom and Behavior Management (Learning Environment), and Professional Responsibilities. Each domain has several standards which are measured on a 1 to 4 rubric. A standard stating "Teacher shows effective instructional practices that increase student growth as evidenced by school-wide and state assessments." is being added to the Earl Travillion teacher growth instrument. The instrument will be used to provide teachers with a tool for continual improvement of instruction. The evaluation instrument measures teachers over multiple arenas including instruction, assessment, participation in PLCs, professional growth, parent communication, etc. The evaluation system provides teachers with clear, timely, feedback that identifies needs and guides professional development. This instrument is used to inform personnel decisions. (See copy of school evaluation instrument. Appendix L)

c) **TRANSFORMATION/EARLY LEARNING ONLY:** Financial Rewards

What, if any, financial rewards (e.g., individual, team, or school-wide salary bonuses, raises, or loan repayment) are available to staff who demonstrate gains in student achievement?

As a recruitment and retention incentive, the principal and instructional staff will be eligible for financial incentives based upon growth and proficiency of students as evidenced by the MAAP/MST2/MKAS assessments. The principal and assistant principal will set school goals with the superintendent and the teachers will set goals with the principal. These goals will be based on both growth and proficiency. If growth goals are met, the principal, assistant principal and teachers will receive \$500 dollars in the fall of the year following the spring assessment. If proficiency goals are met, the principal, assistant principal, and teachers will receive \$500 dollars in the fall of the year following the spring assessment. If the school meets state growth standards and/or grows a letter grade, all employees receive a financial incentive of \$200.00. If the school grows two letter grades the incentive will double to \$400. If a teacher does not return to the school in the year following the assessment, the financial incentive is forfeited.

d) Opportunities for Promotion and Career Growth

Providing teachers with avenues for career advancement is critical to retaining highly effective teachers. Please complete the following chart to describe opportunities for promotion and career growth available to teachers.

Question	Formal	Informal
What leadership opportunities are available to teachers?	<p>PLC chairs</p> <p>School Teacher Mentors</p> <p>Department Chairs</p>	<p>PLCs are led by teachers who are willing to take on additional responsibilities and lead the group in professional development activities and the analysis of data. All teachers are eligible for this role.</p> <p>All experienced teachers are eligible for the role of teacher mentor to a novice teacher. Teachers for this role are willing to share of their time and their knowledge. They have a positive attitude and are supportive and knowledgeable of the school culture.</p> <p>The department chairs are those teachers who have shown to be effective in the content area and knowledgeable of</p>

	<p>Forrest County New Teacher Induction Academy</p> <p>District New Teacher Mentor</p>	<p>instructional strategies. They must be willing to share with and support their colleagues.</p> <p>Experienced teachers may be invited to be a district teacher mentor for novice teachers and participate in this role as part of the district New Teacher Induction Academy. Teachers for this role are willing to share of their time and their knowledge. They have a positive attitude and are supportive and knowledgeable of the school and district culture.</p>
<p>What opportunities, particularly decision-making roles, exist for highly effective teachers to help shape the reform effort?</p>	<p>Leadership Team member</p> <p>District Curriculum Committees</p> <p>Title I Schoolwide Planning Team</p>	<p>Highly effective teachers are chosen to sit on the leadership team and assist in making decisions that impact school academic achievement and school culture. These teachers have shown strength in data analysis and the use of the data to impact student achievement.</p> <p>Teachers who show strengths in the content area and the state standards may sit on district committees that address textbook and district pacing guide decisions.</p> <p>The Schoolwide Planning Team meets with the principal and reviews the comprehensive needs</p>

	<p>Focus Planning Team</p> <p>PBIS Committee</p>	<p>assessment data and gives input on how federal dollars should be spent to impact student achievement. In addition this team also reviews and evaluates the effectiveness of the plan.</p> <p>The Focus Planning Team meets with the principal and reviews the comprehensive needs assessment data and gives input on how federal dollars should be spent to impact student achievement on the school improvement process. In addition this team also reviews and evaluates the effectiveness of the plan. A different team is established than the schoolwide team so additional perspectives can be obtained and more teachers have opportunity for input.</p> <p>The PBIS Committee is a team that meets monthly to analyze the discipline and attendance data with the purpose of developing a PBIS plan for monthly rewards. They report the successes to the students and the schools. Team members have been asked to make presentations to other schools on how PBIS has been implemented at the school.</p>
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	<p>P16 Committee</p>	<p>The P16 Committee is composed of parents, community members, and teachers. This individual shows a desire to be a part of parental and community engagement in the school in order to effect school culture change and impact student academic achievement. The teacher leader is willing to speak up and provide input in decision making with the group.</p>
<p>How would a teacher receive access to these opportunities?</p>	<p>Opportunities for these leadership roles are a result of proven classroom effectiveness in student growth and achievement.</p>	<p>Teachers are asked to sit on the positions by the principal and assistant principal. Depending upon the committee/group, volunteers are solicited.</p>

e) **TRANSFORMATION/EARLY LEARNING ONLY**: Termination

(1) Please describe the school's current process for terminating ineffective teachers and leaders by completing the chart below.

Employee	Definition of "ineffective"	Process for identifying "ineffective" staff	Definition of "Ample Opportunities"	Termination	
				Dismissal	Non-Renewal
	<i>What is the school's definition of an "ineffective" employee?</i>	<i>What is the school's process for identifying "ineffective" employees?</i>	<i>How does the school define "ample opportunities for employees to improve their professional practice" prior to termination?</i>	<i>What is the school's process for dismissing "ineffective" employees mid-contract?</i>	<i>What is the school's process for non-renewing "ineffective" employees?</i>
Leader	Leaders who are ineffective are those who are poor communicators and fail to inspire others, who can't model effective strategies, who can't coach and develop others, who don't or can't motivate others and often focus on themselves, who don't encourage or participate in collaboration, and who refuse to take and implement corrective feedback. The ineffective leader is unable to create a climate that ensures	An ineffective school leader is identified through observations, evaluations, teacher/parent/student surveys, and student assessment results. As the leader is observed beginning to struggle, supports are put in place to assist the principal. If the principal continues to falter, the principal is put on a plan of improvement with specific goals and expectations. The	Definition of "ample opportunities" include (1) documentation of supports early in the identification process; (2) improvement plan with completion dates identified; (3) professional development through leader mentoring/coaching as part of the improvement plan or as phase 2 of the	A school leader will be recommended to the Forrest County School Board for immediate termination based on the following: Violation of the MDE Code of Ethics Blatant disrespect, defiance, and insubordination.	After ample opportunity for corrective action, a school leader who has received a 1 or 2 Unsatisfactory ratings on the principal evaluation instrument will be recommended for termination or non-renewal. The administrator will be given the opportunity to resign is at the superintendent's discretion. Any leader will be advised of their right to appeal the district

	increased performance among all students.	principal will be given ample opportunity to make corrective actions.	improvement plan; and feedback from district office leadership team. The time frame should not be less than 4 months?	A leader will be advised of his/her rights to appeal the district's termination decision to the Forrest County School Board.	decision of nonrenewal/termination to the Forrest County School Board.
Teacher	An ineffective teacher is one who cannot deliver instruction based on our research-proven instructional model, one who cannot make connections/relationships with students to engage them due to poor classroom management, one who shows irresponsibility toward students and their profession, and one who cannot follow school and board policies. The teacher receives a 2 or lower on the teacher evaluation instrument in one or more domains.	Teachers are evaluated using the teacher evaluation instrument. This information along with regular classroom observations and walkthroughs are used to evaluate a teacher's effectiveness. As teachers are identified as not meeting standards, processes are put in place. (1) teacher mentoring, (2) coaching support from on-site professionals, (3) implementation of a teacher improvement plan with additional supports and expectations with timeframes delineated,	Definition of "ample opportunities" include (1) documentation of supports early in the identification process; (2) improvement plan with completion dates identified; (3) professional development through teacher mentoring/coaching as part of the improvement plan or as phase 2 of the improvement plan; and feedback from school and district office leadership	A teacher will be recommended to the Forrest County School Board for immediate termination based on the following: Violation of the MDE Code of Ethics Blatant disrespect, defiance, and insubordination. A teacher will be advised of his/her rights to appeal the	After ample opportunity for corrective action, a teacher who has received a 1 or 2 unsatisfactory ratings on the teacher evaluation instrument will be recommended for termination or non-renewal. The decision to resign or be terminated is at the principal's discretion after consulting with the superintendent. Any teacher will be advised of their right to appeal the district decision of nonrenewal/termination to the Forrest County

		(4) outside professional development support as a part of the plan. Throughout the implementation of the plan, formal and informal teacher evaluations will take place according to the plan timeframes. The final evaluation will take place prior to notification deadlines in the spring.	team. The time frame should not be less than 6 months.	district's termination decision to the Forrest County School Board.	School Board.
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(2) What, if any, changes will the school make in order to enhance the usefulness of the termination process for SIG?

The SIG grant will allow for additional documented supports for struggling teachers through additional coaching/mentoring during extended day and through the implementation of external providers for teacher professional development. In addition, the district Turnaround Officer will provide district support in mentoring/coaching the teacher.

C. Organizational Structures and Management

1. Governance

a) Proposed Governance Structure

Attach as **Appendix I** an organization chart that clearly presents the school's proposed governance structure. This chart should clearly represent **lines of authority and reporting between the school, district-level staff, any related bodies** (such as advisory bodies or family and teacher councils), and **any external provider** that will play a role in managing the school.

(1) **TURNAROUND ONLY:** New Governance

~~**The Turnaround Intervention requires turnaround schools to adopt a new governance structure.** If the proposal is for a turnaround school, describe how the proposed governance structure has changed to reflect a new organizational system that will drive the school improvement process.~~

b) District-Level Staff

Complete the chart below to describe district-level staff who will provide services to, or will oversee, the intervention school.

[NOTE FOR TRANSFORMATION: If the LEA plans to fulfill the requirement that the school receive on-going technical assistance and support through district-level staff, please note that within the “roles/responsibilities” section of the chart below.]

Position	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>How will a person in this position support SIG implementation? Describe briefly.</i>	<i>Who does a person in this position report to? (Must align with lines of reporting in the organization chart)</i>
Superintendent	District	The superintendent will provide overall leadership and support in the implementation of the grant. He will appoint the Turnaround Officer and meet with the principal to monitor progress toward goals and benchmarks. He will provide <i>ongoing technical assistance and support</i> to the school.	School Board
Chief Operations Officer	District	The Chief Operations Officer will provide leadership and <i>ongoing technical assistance and support</i> to the school through her expertise and assistance in curriculum and instruction and human resources.	Superintendent
Turnaround Officer	SIG	The District Turnaround Officer will be responsible for <i>ongoing technical assistance</i>	Superintendent

		through the day-to-day oversight of the grant implementation. This individual will be responsible for meeting with the principal at least two times a week to review data and monitor grant implementation progress toward meeting goals, perform classroom observations, analyze data, and provide constructive feedback.	
Technology Director	District	The Technology Director will work closely with the principal to ensure the technology infrastructure is appropriate and available for the instructional needs of the school to carry out the goals and objectives of the grant. In addition, <i>ongoing technical assistance</i> in the purchase of software and equipment in order to ensure the products are compatible to the infrastructure capabilities. <i>Ongoing technical assistance</i> will also be provided through a school technology specialist who will be available to troubleshoot and repair technology problems.	Superintendent
Business Manager	District	The Business Manager will <i>provide ongoing technical assistance</i> in the budgeting process, especially for employee salaries dedicated to the grant activities. She will be responsible for ensuring fiscal processes meet all district and federal requirements. In addition, she will assist with the monitoring of the budget throughout the grant period.	Superintendent

Federal Programs Director and Assistant	District Title I	The Federal Programs Director (Superintendent) and Assistant will <i>provide all technical assistance necessary to</i> coordinate and implement the financial aspects of the grant. This department will process purchase orders and coordinate the appropriate contractual obligations of outside vendors. In addition, they will assist with the monitoring of the budget throughout the grant period.	Federal Programs Director reports to the School Board The Federal Programs Assistant reports to the Superintendent/Federal Programs Director

c) **TURNAROUND/TRANSFORMATION ONLY:** School Autonomy

Answer the questions below to describe the school’s autonomy—i.e., authority, not merely input—in making decisions.

<p>How will the principal/leadership team at the school building have autonomy in the following:</p>	<p>How will this autonomy be dependent on the results of accountability measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data?</p>
<p>Staffing decisions, such as hiring, placement, and termination</p>	<p>Principal and leadership team will have full autonomy to determine the staffing and hiring for the teachers.</p> <p>Hiring – The principal will make the recommendations to the superintendent. The superintendent will present the recommendations to the Board.</p> <p>Staffing – The principal will determine the staff on the campus and will make the decision as to the grade level and subject area for each teacher.</p> <p>Termination - The principal will determine if teachers need to be terminated. The principal will advise the superintendent and the Chief Operations Officer.</p>
<p>School time, such as school calendar, schedules for the school day, etc.</p>	<p>The principal and leadership team will have autonomy to determine the length of school day, Saturday school days and times, and extended days during the year. The principal will advise the superintendent who will then keep the board</p> <p>If accountability measures (test scores) do not continue to improve and leading indicators begin to show a negative movement, the superintendent and district leadership will intensify conversations with the principal and Turnaround</p>

	apprised.	Officer. The Turnaround Officer will increase school oversight.
School procedures, such as course offerings, curriculum materials, discipline, etc.	The principal with input from the leadership team will have autonomy to determine the curriculum and supplemental resources, policies and procedures for dealing with discipline and attendance, and other aspects of leading indicators.	If accountability measures (test scores) do not continue to improve and leading indicators begin to show a negative movement, the superintendent and district leadership will intensify conversations with the principal and Turnaround Officer. The Turnaround Officer will increase school oversight.
Budgeting	The principal with assistance from the Turnaround Officer will have autonomy for managing the budget of the SIG, but will work closely with the business manager and the federal programs assistant to ensure adherence to local, state, and federal purchasing guidelines.	If the budget process is not carried out appropriately and procedures are not followed based upon audit findings, out of aligned budgets, and/or funds are not expended or expended incorrectly at appropriate time frames, the Business Manager and the Federal Programs Assistant will increase coaching and provide more oversight and assistance in handling the fiscal purchases and budget monitoring.
Other important operations	Any other important operations not previously mentioned but which may occur will be addressed by the principal. The principal will have autonomy in handling these operational situations.	If concerns regarding other important operations arise, the District Leadership Team will address the concern and provide increased oversight and coaching based on the situation.

2. External Providers

LEAs are not required to contract with external providers to support schools. However, an LEA may fulfill the Transformation requirement to provide on-going technical assistance and support to a school using an external provider; if this is the case, please note that in the boxes below. **Any applicant that proposes using external providers must complete this section.**

a) Contract for Daily Management and Operations

Describe any plans to contract with an external provider to oversee the school's daily operations. Remember that these plans must align with the school proposal.

No external provider will be contracted to oversee the school's daily operations. The District Turnaround Officer will be a part-time Forrest County employee funded by the SIG.

b) Contract for Specific Services

Describe any plans to contract for specific services with an external provider. Remember that these plans must align with the school proposal.

External providers will be utilized to provide on-site job embedded on-going professional development services in the following areas:

Science: Content, instructional strategies, unpacking Standards, discovery learning, hands-on activities

Math: Content, instructional strategies, unpacking Standards, hands-on conceptual building

Data Usage: Analyze data and use to make instructional decisions, for planning, for Standards implementation, for student differentiation, for student learning, for student remediation assignments/referrals, etc.

Arts in Education: Provide creative arts (art/music/movement) and mindfulness techniques to students on a monthly basis. Children will be given the opportunity to have a diverse social and artistic opportunity to work together. Workshops will engage and educate young people as artists and leaders, as well as inspire creativity and positive problem solving. The goal is to build relationships that will empower youth to become stronger more imaginative and involved community members through the use of art infused collaborative learning which incorporates mindfulness techniques.

The school, through the district, will follow the MDE guidelines for contracting with external providers through the RFP process, interview protocol, and MOU development. The process is described in more detail on pages 28-30.

c) Scope of Work

Insert below the scope of work to be included in the Request for Proposal for each external provider proposed.

The scope of work will include, but not be implemented to the following:

- Clearly defined deliverables
- Description of services to be performed or goods to be delivered
- Scientific-based research to support the services to be provided
- Description of dates when services will be performed or goods delivered
- Description of location where services will be performed or goods delivered
- Description of number of students/teachers to be serviced if applicable
- Resumes for individual consultants
- Provision of reports to administration detailing the consultants' actions, observations, and suggestions
- Deliver reports in an electronic format, cumulative format, and in a timely manner.

3. School Climate

a) Needs

What, if any, needs were identified by the needs assessment that related to school climate?

When the principal became the instructional leader, there was a great degree of student and teacher apathy. Behavior and discipline for both teacher and student were greatly lacking. The principal spent her first year addressing the climate and culture of the school. Discipline policies were put in place. Teachers were trained in the policies and the expectations for implementation with consistency and fidelity were laid out. A positive behavior program was put in place and implemented with consistency and fidelity. Parents were included in the plan. Community partners were solicited and began to provide assistance in campus beautification and student mentoring. Slowly changes began to occur. Teachers who did not buy in to the expectations chose to leave or were counseled out. Two years later, discipline has declined dramatically from 219 referrals for inappropriate behavior in 2014-2015 to 33 in 2016-2017; from 675 continued level 1 behaviors in 2014-2015 to 166 in 2016-2017. Even though discipline has declined dramatically, there is still a way to go. There is a need for continued implementation of the PBIS program and Capturing Kids Hearts. Attendance is good and hovers around 95 to 96% percent, however, we would like to continue to try and increase this. Teacher retention, attendance, and morale were poor, but due to teacher PBIS plans and a focus on nurturing teachers, these areas have improved. However, they too need to improve further.

b) Addressing School Climate Needs through SIG

How will the school address identified climate issues (discipline, truancy, teacher morale/attrition) through the SIG program?

Teacher attrition and morale will be addressed through the implementation of teacher incentives based on student growth and proficiency. In addition, this incentive should increase a greater focus on classroom instruction thereby yielding an improvement in student discipline and attendance, since research shows that students who are in a classroom with engaging challenging instruction have fewer discipline and attendance problems. The use of outside consultants to provide teacher professional development will also result in improved classroom instruction; thereby enhancing both student and teacher attitudes toward teaching and learning.

D. Support for Teaching and Learning

1. Professional Development

a) Create Professional Development

How will the school create targeted, job-specific professional development?

The principal in conjunction with the school leadership team and the Turnaround Officer will

utilize multiple pieces of data such as student assessments, discipline records, classroom observations, teacher evaluations, and teacher surveys to determine individual/grade/subject area/school specific professional development needs. The leadership team will research the most appropriate professional development that is appropriate for the need. This may be delivered through PLCs, school or district professionals, contracted external providers, or off-site trainings. Attendance at conferences and trainings provide valuable research-based high-quality strategies and methods. Teachers return from these conferences and trainings and share the strategies with colleagues. Conferences to be considered for attendance include national conferences such as ASCD, NSTA, NCTM, IRA, and Stem Conferences, and state conferences such as the MDE Making Connections Conference. The professional development will be designed to meet the needs of the individuals.

In addition: External providers will be utilized to provide on-site job embedded on-going professional development services in the following areas:

Science: Content, instructional strategies, unpacking Standards, discovery learning, hands-on activities

Math: Content, instructional strategies, unpacking Standards, hands-on conceptual learning

Data Usage: Analyze data and use to make instructional decisions, for planning, for Standards implementation, for student differentiation, for student learning, for student remediation assignments/referrals, etc.

Arts in Education: Provide creative arts (art/music/movement) and mindfulness techniques to students on a monthly basis. Children will be given the opportunity to have a diverse social and artistic opportunity to work together. Workshops will engage and educate young people as artists and leaders, as well as inspire creativity and positive problem solving. The goal is to build relationships that will empower youth to become stronger more imaginative and involved community members through the use of art infused collaborative learning which incorporates mindfulness techniques.

Who is responsible for the design and implementation of professional development?

The principal with assistance from the leadership team and Turnaround Officer will be responsible for the design and implementation of professional development. The principal is the ultimate responsible individual.

b) Embed Professional Development

How will the school embed professional development into the work routine of staff?

Research shows that ongoing job-embedded professional development with accountability measures tied to it is implemented and sustained more so than one-day “sit and get” workshops. Professional development will be designed and delivered in such a way that teachers are presented the content in an authentic applicable manner. External providers will be expected to present the content and follow-up with teachers in the classroom environment,

through PLCs, and individual conferences. The professional development will be implemented with staff during planning periods, designated professional development days, extended day teacher professional development, PLCs, and classroom opportunities. The administrative team and the Turnaround Officer will attend the trainings and follow-up with teacher observations and conferences to ensure the professional development is becoming a part of the teacher's day to day processes.

c) Link Professional Development to Evaluation Results

How is professional development tied to administrator and staff evaluation results?

The teacher evaluation instrument addresses the domains of teacher planning, assessment, instructional practices, classroom and behavior management, and professional responsibilities. Each of these domains are impacted by professional development. Since the professional development will be determined based upon teacher needs, the principal and assistant principal will be able to measure the impact of professional development based upon the improvement on the teacher evaluation instrument. In addition to noticeable improvement in the domains of planning, assessment, instructional practices, and classroom behavior management, the professional responsibilities domain includes standards that directly address professional development. These include the following standards upon which the teacher is evaluated.

- 1) The teacher demonstrates a culture for professional responsibility.
- 2) Regularly participates positively in school level/district professional development including team/staff meetings (PLC (100%) unless absent from school).
- 3) Frequently applies lessons learned from professional development to benefit students.
- 4) Is an active member of a professional learning community.

d) Staff Involvement

How are staff involved in the design of professional development?

The staff is involved in the design of professional development through input in teacher surveys, PLC meetings, and principal/teacher consultations. Each response to the teacher survey is reviewed and discussed with teachers at a faculty meeting to help with the understanding and purpose of assigned professional development. This allows teachers to see how their survey responses direct professional development. In addition, department chairs sit on the leadership team and have input on professional development. The teachers review state data to see if any additional professional development is needed.

e) Alignment with Instructional Program

How does the school ensure that professional development is aligned with the school's instructional program?

Professional development is based upon the needs of the school as evidenced by the comprehensive needs assessment. The data drives the professional development plan. Professional development topics are matched to the instructional program needs.

2. Time for Faculty Collaboration

Complete the chart below to demonstrate that the school has scheduled adequate time for faculty collaboration. Remember that school schedules must align with the answers.

Type of Meeting	Leader	Frequency	Length	Purpose
<i>Group of faculty to meet</i>	<i>Who will facilitate this meeting?</i>	<i>How often does this team meet?</i>	<i>How long does each meeting last?</i>	<i>What is the focus of the meeting?</i>
Grade-level	Team Leader	Weekly	45 minutes	Planning and data analysis
Department-level (if applicable)	Content area chairs	Monthly	2 hour Wed. extended-day PLC	Vertical alignment of subject matter
Special services Meets with grade, department and PLC	Team Leader	Weekly,	45 minutes	Planning and data analysis
All faculty	Principal	Weekly	2 hour Wed. extended-day PLC	Professional development needs
Professional Learning Communities	Principal	Weekly	45 minutes	Analyze data, instructional strategies, lesson development
FOR EARLY LEARNING ONLY: Cross-grade planning				

E. Family and Community Engagement

1. Community-School Relations

a) Family and Community Satisfaction

Describe current efforts to determine family and community satisfaction with the school (e.g.,

satisfaction surveys, town hall meetings).

Parent and community comprehensive needs assessment surveys are released annually. The P16 Council meets regularly. The P-16 Council is comprised of community members, teachers, parents, district office administrators, and other community organizations partnered with the school. Parents and P16 members are asked to sit on the Title I schoolwide planning team which evaluates and has input in the planning of the schoolwide plan, parent and family engagement plan, and parent/student/teacher compact. PTO meetings are held quarterly. Other family nights and meetings give parents opportunities to review the compact and Parent and Family Community Engagement Policy.

What new or additional efforts, if any, will be made under the SIG program?

Additional community member and more parents will be invited and encouraged to participate on the P16 Council and the Schoolwide Planning team. A greater emphasis will be placed on providing meetings that train parents to work with their children to improve their children's achievement, such as literacy training and using technology. In addition, the school will work to educate both school personnel and parents in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners.

b) Complaint Procedures

How are complaints from families or community members currently addressed?

Parent complaints are addressed immediately or as quickly as possible by the principal via individual conference, phone, email, mail, or social media messaging. If the parent is dissatisfied with the resolution of the concern, the parent is advised they have the right to address the matter with the district office and are provided the phone number and district office address. Parents are encouraged to address their concern at the school level to allow satisfactory resolution before taking the complaint to district office.

What changes, if any, will the school make to complaint procedures to make them more effective?

There are no planned changes to the manner in which parent complaints are addressed.

2. Services for Families and Community Members

Complete the chart below to describe services the school provides to families and community members.

Activity	Current	Proposed
Coordination with local social and health service providers	Southeast Mississippi Rural Health Initiative (SeMRHI) provide health services to students every Tuesday. They	The school would like to partner SeMRHI to offer health checks at Parent Nights.

	<p>provide parents with information on how to obtain health services and make referrals to specific providers. Edwards St Fellowship provides food and health services to families. The USM School of Social Work collects information on needs and works with parents to fill the needs.</p> <p>Dixon Dental provides dental services to students and provides parents with information on how to obtain dental services and makes referrals to specific providers.</p>	<p>The school will work to partner with USM to have social work students on campus at least one day a week to provide services for parents and families.</p>
<p>Parent/family education classes</p>	<p>The school offers parent/family education nights for literacy and math. Parents are taught how to help their children with reading and math activities. In addition, parent nights are held which train parents in how to help their children with science fair and reading fair boards.</p>	<p>Technology Fairs, College and Career Fairs (which would include GED possibilities), and computer classes for parents are proposed</p>

3. Engagement in School Improvement

a) Parent/Family Groups

What organized family groups does the school offer?
Earl Travillion has a P16 Council and a PTO.

If family groups are available, what activities do these family groups take part in?
P16 Council--The P-16 Council Community is comprised of community members, teachers, parents, district office administrators, and other community organizations partnered with the school. The mission of the ETAC P-16 Community Council is:

1. Provide a safe space for ETAC parents and Irene Chapel-Palmer’s Crossing residents to give input on the school community.

2. Assist with collecting and sharing data and/or information regarding the P-16 Council/Irene Chapel-Palmer's Crossing Fellowship and Transition Team
3. Help facilitate the discussions around the school community's needs, priorities, and opinions.
4. Develop accurate conclusions regarding the council's findings and decision-making to help create a quality, healthy, and safe school community.

PTO--The PTO is comprised of parents and teachers. The purpose of the ETAC PTO is to give parents an opportunity to provide support to the teachers and students of ETAC. They provide regular meetings to organize and plan efforts to support the school. The PTO executive board works closely with ETAC leadership in order to understand the school improvement goals and processes. All PTOs must be board approved follow the guidelines set forth by the FCSD school board.

Booster Club--is developed and operated by parents. Their main goal is to support the ETAC athletic programs. They attend all games and support the student athletes. The Booster Club raises funds to provide meals and/or rewards at the end of the sporting seasons. Booster clubs must be board approved and follow all guidelines required by PTO.

How will family groups be improved through the SIG program?

Family groups will be improved due to the extended learning day providing opportunities for more parents to volunteer. There will be an increase in at home materials to help with homework and mastery of skills with the addition of individual resource materials. The extended hours may allow more parents to adjust their schedules in order to participate in school events/parent nights. Through the commitment of the committee members and the contacts held within the community, a concerted effort will be made to encourage and include all parents in the events of the school. Activities will be planned and held at different times of day and night to try to include all parents.

b) Opportunities for Families and Community to Engage in the School Improvement Process

What opportunities will families and community members have to review school performance and meaningfully engage in the implementation of the intervention model, including participating in decision-making about school improvement plans throughout the life of SIG?

The P16 Council will be involved in the implementation and review of the SIG program as it will be included on the agenda for each meeting.

The PTO will be active members in the implementation and review of the SIG program in the school. The principal meets with the PTO leadership team and will share information and solicit feedback. The principal will also give an update on SIG progress during PTO meetings.

The Federal Programs Planning Team invites parents to participate on the planning teams that

include school-wide planning, Focus planning, and will include SIG planning. Parents play an important role by providing suggestions, remarks, and/or concerns regarding the action plans for the school. Parents also work to share the outcomes of the team with other parents in the community.

All family groups are invited to participate in family nights such as Open House, Title I Family Nights, Literacy Nights, school music programs, and planning meetings required for federal programs. Parents also volunteer time in the classroom and during major school events such as registration, open house, athletic events, and field day.

F. Sustainability

If the school plans to use SIG funds for sustainability years, please describe what those funds will support and how those plans will increase long-term sustainability.

During the sustainability year, SIG funds will be used for extended day teaching salaries and teacher incentives for academic achievement and growth. As students grow more proficient academically, fewer students will need intensive services; thereby reducing the number of teachers necessary to provide the services. The teacher incentives encourage teachers to work harder to increase academic achievement. In addition the incentives increase teacher morale, act as a measure of teacher retention, and teacher recruitment.

An important consideration for MDE is whether the LEA will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe how the LEA, from a *district-level perspective*, will support the sustainability of reforms.

It is anticipated and expected that as the grant is implemented with fidelity, student achievement will increase, strong effective Tier I instruction will be provided by highly-trained licensed teachers, and parents will be an active part of the school. Even in light of these gains, the district will support the sustainability of reforms through the continuing support and oversight of academic achievement, progress monitoring and quality human capital. The superintendent will continue with individual principal meetings to monitor academic implementation and growth. The district leadership will carefully monitor the teacher evaluation system for the school and provide assistance in professional development, teacher mentoring, and teacher improvement plans. The district Turnaround Officer will continue with limited school oversight, since the school is anticipated to have greater academic achievement and less need for daily contact; however, this position will be funded by the district. Monitoring will continue for support and encouragement and to identify when changes in a negative direction begin to occur so quick remediation can take place. District oversight of state, local, and federal funding and the leveling of any tax-based structure will be carefully monitored so that the needs of Earl Travillion are met to ensure continued academic growth. District leadership will actively look for outside grants that could assist the school in sustaining

the needed activities identified in the grant. District leadership will continue to participate on the P16 Council and support the school parent and family engagement policy activities through professional development assistance, communication outlets, and personal attendance and shows of support. Through the effective implementation of the P16 Council, it is expected that the community's low school engagement and apathy to student achievement will dissipate, and the parent and community mindset towards direct involvement with their child(ren)'s learning will continue to grow.

An important consideration for MDE is whether the school will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe how the school's plans in these three areas support the sustainability of reforms after the funding period ends.

Quality Implementation:

Through quality implementation of the grant students have more time to learn and teachers have more opportunity to provide engaged learning. Individual materials will have been put in student hands allowing them ownership of their learning. Science students have had opportunity to use hands-on discovery learning through a research-based standards-aligned science program. Professional development provided will address teacher weaknesses and build teacher capacity in content, instructional design and presentation, and data analysis all which grows teacher capacity resulting in increased student learning. The professional development will be job-embedded and ongoing. It will be monitored and evaluated, which leads to sustainability. The process allows for teachers to become experts, thereby, allowing them to train new teachers by the end of the grant period. The teams that are in place will continue in place. These teams will continue to review leading and lagging indicators to quickly identify needs and concerns so appropriate measures can take place.

Human Capital:

Teacher capacity will be addressed through the professional development previously mentioned. Teacher effectiveness and teacher retention will be increased due to the use of an evaluation system that is rigorous, transparent, and challenges teachers to excel. The evaluation instrument utilizes student achievement as a measure of student growth; thereby, identifying highly effective teachers. Teachers will be rewarded for their students' achievements. This positively impacts teacher morale, teacher recruitment, and teacher retention. Through the autonomy of the principal to hire teachers and the processes in place for reward and evaluation, the teaching staff at Earl Travillion should all be highly qualified effective teachers.

Community Engagement:

The P16 Council will continue to be an active vibrant part of Earl Travillion. The P-16 Council Community is comprised of community members, teachers, parents, district office administrators, and other community organizations partnered with the school. The mission of

the ETAC P-16 Community Council is:

1. Provide a safe space for ETAC parents and Irene Chapel-Palmer's Crossing residents to give input on the school community.
2. Assist with collecting and sharing data and/or information regarding the P-16 Council/Irene Chapel-Palmer's Crossing Fellowship and Transition Team
3. Help facilitate the discussions around the school community's needs, priorities, and opinions.
4. Develop accurate conclusions regarding the council's findings and decision-making to help create a quality, healthy, and safe school community.

This council will continue to fulfill all SIG reforms and build student academic achievement.

The majority of the SIG funds are geared toward increased teacher capacity and to provide extended learning time as a means to increase student academic achievement for all students. Quality implementation of programs and strong effective Tier I instruction will be in place. There should be fewer Tier II and Tier III students so they can be identified more quickly and interventions put in place. It is the belief of the school and LEA that if the grant is implemented with fidelity, the school will be rated a C or better by the completion of the grant. Student deficits will be fewer and achievement gaps will be shorter. Therefore, the SIG dollars that will go for extended day for "all" employees will not be needed. The funds for after-school tutoring and/or in-school interventions will be able to be covered by Title dollars or through the application for other grants (such as the 21st Century Grant). Since professional development will be embedded and ongoing through strong PLCs and in-house providers, the professional development expenses should decrease. Teachers will have been trained and able to act as experts for other teachers. The necessary professional development expenses should be covered through district and/or Title I dollars. The material costs will be supported through Title I, textbook dollars, or other district funds.

PART III: OPERATIONS AND SUPPORT SYSTEMS—PATHWAYS TO SUCCESS

To be completed if the LEA is proposing a Pathways to Success model.

A. Allocation of Financial Resources

Complete the chart to describe how additional resources available to the school will be allocated to support the SIG proposal.

Source of Funds	2016-2017 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A	_____	_____
Title II	_____	_____
Title III (ELL)	_____	_____
Title IV (21 st -Century)	_____	_____
Title VI (Rural Schools)	_____	_____
McKinney Vento Homeless Grant	_____	_____
State Literacy Target School	_____	_____
State Dyslexia Grant	_____	_____
State Pre-K Collaborative Grant	_____	_____
Innovative High Schools	_____	_____
State AP Funds	_____	_____
Other Special Revenue: _____	_____	_____
Other Special Revenue: _____	_____	_____

B. Evaluation Policies

Will the school adopt and use the rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor that was developed by the Mississippi Department of Education in conjunction with teachers and principals?

YES

NO

If no, describe the process that the district will use to develop rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor that was

~~developed in conjunction with teachers and principals and that will be fully and effectively implemented upon receipt of the grant.~~

C. Organizational Structures and Management

1. Governance

a) Proposed Governance Structure

Attach as Appendix I an organization chart that clearly presents the school's proposed governance structure. This chart should clearly represent ~~lines of authority and reporting between the school, district level staff, any related bodies~~ (such as advisory bodies or family and teacher councils), and ~~any external provider~~ that will play a role in managing the school.

b) District Level Staff

Complete the chart below to describe district level staff who will provide services to, or will oversee, the intervention school.

Position	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>How will a person in this position support SIG implementation? Describe briefly.</i>	<i>Who does a person in this position report to? (Must align with lines of reporting in the organization chart)</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

c) ~~Pathways to Success School Leadership Team~~

All schools selecting the Pathways model ~~must institute a leadership team comprised of the high school principal, high school counselor, middle school principal, middle school counselor, individuals with decision-making authority from both the LEA and an institution of higher education (IHE), and a design consultant assigned by the MDE.~~ Please describe how the school will fulfill this requirement.

2. ~~External Providers~~

LEAs are not required to contract with external providers to support schools. ***Any applicant that proposes using external providers must complete this section.***

a) ~~Contract for Daily Management and Operations~~

~~Describe any plans to contract with an external provider to oversee the school's daily operations. Remember that these plans must align with the school proposal.~~

~~No external provider will be utilized for this purpose.~~

b) ~~Contract for Specific Services~~

~~Describe any plans to contract for specific services with an external provider. Remember that these plans must align with the school proposal.~~

~~External providers may be contracted to provide high quality, research based job embedded professional development to enhance teaching and learning through the topics of curricula alignment, MCCRS, blueprints, scaffolding documents, data analysis, and instructional strategies.~~

c) ~~Scope of Work~~

~~Insert below the scope of work to be included in the Request for Proposal for each external provider proposed.~~

d) ~~MDE Approved Technical Assistance Provider~~

~~Attach as part of Appendix J the signed memorandum of understanding with an MDE approved technical assistance provider.~~

D. Family and Community Engagement

1. ~~Written Communications Plan Prior to School Transition~~

~~Answer the questions below to describe the written communication plans to ease students' and families' transition to the Pathways model.~~

~~a) Media Outreach~~

~~Describe media outreach plans designed to alert families and the community of the school's transition to a Pathways model.~~

~~_____~~

~~b) Opportunities to Ask Questions~~

~~What opportunities will families or community members have to ask school officials questions about the transition?~~

~~_____~~

~~c) Transition Services~~

~~Describe services that will be available to help families and students transition to the Pathways school.~~

~~_____~~

~~2. Engagement in School Improvement~~

~~a) Parent/Family Groups~~

~~What organized family groups does the school offer?~~

~~_____~~

~~If family groups are available, what activities do these family groups take part in?~~

~~_____~~

~~How will family groups be improved through the SIG program?~~

~~_____~~

~~b) Opportunities for Families and Community to Engage in the School Improvement Process~~

~~What opportunities will families and community members have to review school performance and meaningfully engage in the implementation of the intervention model, including participating in decision making about school improvement plans throughout the life of SIG?~~

~~_____~~

E. Sustainability

~~If the school plans to use SIG funds for sustainability years, please describe what those funds will support and how these plans will increase long term sustainability.~~

~~An important consideration for MDE is whether the school will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe how the school's plans in these three areas support the sustainability of reforms after the funding period ends.~~

PART III: OPERATIONS AND SUPPORT SYSTEMS—CLOSURE

To be completed if the LEA is proposing a Closure model.

A. Allocation of Financial Resources

Complete the chart to describe how additional resources available to the school will be allocated to support the SIG proposal.

Source of Funds	2016-2017 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A	_____	_____
Title II	_____	_____
Title III (ELL)	_____	_____
Title IV (21 st -Century)	_____	_____
Title VI (Rural Schools)	_____	_____
McKinney Vento Homeless Grant	_____	_____
State Literacy Target School	_____	_____
State Dyslexia Grant	_____	_____
State Pre-K Collaborative Grant	_____	_____
Innovative High Schools	_____	_____
State AP Funds	_____	_____
Other Special Revenue: _____	_____	_____
Other Special Revenue: _____	_____	_____

B. Facilities

1. Newly Consolidated School

Describe the facility of the newly consolidated school.

2. Changes to Accommodate Additional Students

What, if any, changes will need to be made at the facility to accommodate additional students or students of a different age?

C. ~~Family and Community Outreach and Engagement~~

1. ~~Outreach Prior to School Closure~~

~~Answer the questions below to describe the closed school's outreach plans to ease students' transition to the new school.~~

a) ~~Media Outreach~~

~~Describe media outreach plans designed to alert families and the community of the school closure.~~

b) ~~Opportunities to Ask Questions~~

~~What opportunities will families or community members have to ask school officials questions about the school closure?~~

c) ~~Transition Services~~

~~Describe services that will be available to help families and students transition to the newly consolidated school.~~

2. ~~Engagement in School Improvement~~

a) ~~Parent/Family Groups~~

~~What organized parent/family groups does the school offer?~~

~~If family groups are available, what activities do these parent/family groups take part in?~~

~~How will parent/family groups be improved through the SIG program?~~

b) ~~Opportunities for Families and Community to Engage in the School Improvement Process~~

~~What opportunities will families and community members have to review school performance and meaningfully engage in the implementation of the intervention model, including participating in decision-making about school improvement plans throughout the life of SIG?~~



PART III: OPERATIONS AND SUPPORT SYSTEMS—WHOLE-SCHOOL REFORM

To be completed if the LEA is proposing a Whole-School Reform model.

A. Allocation of Financial Resources

Complete the chart to describe how additional resources available to the school will be allocated to support the SIG proposal.

Source of Funds	2016-2017 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A	_____	_____
Title II	_____	_____
Title III (ELL)	_____	_____
Title IV (21 st -Century)	_____	_____
Title VI (Rural Schools)	_____	_____
McKinney-Vento Homeless Grant	_____	_____
State Literacy Target School	_____	_____
State Dyslexia Grant	_____	_____
State Pre-K Collaborative Grant	_____	_____
Innovative High Schools	_____	_____
State AP Funds	_____	_____
Other Special Revenue: _____	_____	_____
Other Special Revenue: _____	_____	_____

B. School Leadership

Describe how the selected whole-school reform will <u>address the school's needs in regards to school leadership.</u> _____
--

C. Organizational Structures and Management

1. Governance

a) Proposed Governance Structure

Attach as Appendix I an organization chart that clearly presents the school's proposed governance structure. This chart should clearly represent **lines of authority and reporting between the school, district level staff, any related bodies** (such as advisory bodies or family and teacher councils), and **any external provider** that will play a role in managing the school.

b) District Level Staff

Complete the chart below to describe district level staff who will provide services to, or will oversee, the intervention school.

Position	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>How will a person in this position support SIG implementation? Describe briefly.</i>	<i>Who does a person in this position report to? (Must align with lines of reporting in the organization chart)</i>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

~~2. Whole-School Reform Model Developer~~

~~LEAs seeking to adopt the whole school reform model **must partner with the developer** of one of the approved models in order to implement the model. Please provide evidence that the developer of the selected model has agreed to support the school. Attach any additional documentation as **Appendix J**.~~

D. Family and Community Engagement

~~1. Alignment with Family and Community Engagement Needs~~

~~How will the selected whole school reform address the family and community engagement needs of the school?~~

~~2. Engagement in School Improvement~~

~~a) Parent/Family Groups~~

~~What organized family groups does the school offer?~~

~~If family groups are available, what activities do these family groups take part in?~~

~~How will family groups be improved through the SIG program?~~

~~b) Opportunities for Families and Community to Engage in the School Improvement Process~~

~~What opportunities will families and community members have to review school performance and meaningfully engage in the implementation of the intervention model, including participating in decision-making about school improvement plans throughout the life of SIG?~~

E. Sustainability

~~If the school plans to use SIG funds for sustainability years, please describe what those funds will support and how those plans will increase long term sustainability.~~

~~An important consideration for MDE is whether the school will be able to sustain the reforms after the funding period ends. MDE believes sustainability is created through quality implementation, building human capital, and ongoing community engagement. Please describe~~

how the school's plans in these three areas support the sustainability of reforms after the funding period ends.

BUDGET

Instructions

On the budget pages that follow, an LEA will find a 5-year summary budget page, LEA annual budget page, and school-level annual budget page. An LEA should complete the *LEA cover page* and the *LEA and school-level annual budget pages*. The information from these pages will automatically populate the 5-year summary budget page.

Remember, the LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each school that the LEA commits to serve. Though a school may request up to \$2,000,000, only expenses that are reasonable and necessary will be funded. LEAs should only request funds that they can realistically spend in the timeframe.

As **Appendix K**, attach the budgets for the LEA and school for each of the 5 years.

*PICTURES PROVIDED FOR EXAMPLE PURPOSES. Please use the Budget .pdf file.



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003 (g)
FIVE YEAR BUDGET SUMMARY**

DISTRICT NAME	DISTRICT NUMBER	SCHOOL CODE
NCES LEA ID	NCES SCHOOL ID	SUPERINTENDENT'S NAME
SIG 1003(G) PROGRAM CONTACT	ADDRESS	
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
MODEL SELECTION		

Directions:

LEA Budget Amounts Year 1= provide the total of Attachment (Planning Budget) based on projected costs.

LEA Budget Amounts Years 2, 3, and 4 = provide the total of Attachment (Full Implementation Budget), based on projected costs

LEA Budget Amounts Year 5 (Sustainability Activities) = provide the total amount of Attachment (Sustainability Budget), cannot exceed 50% of the amount of year 2

School Name	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget	Five-Year Total
	Planning	Full Implementation	Full Implementation	Full Implementation	Sustainability Activities	
						\$ 0

Date _____

MDE – Director of Academic Grants Management

Date _____

MDE – Director of School Improvement

- Initial Budget
- Amendment (No. _____)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Year _____
- Priority
- Focus

FISCAL YEAR	DISTRICT CODE	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
DISTRICT NAME			SCHOOL NAME	
ADDRESS		SIG 1003(G) PROGRAM CONTACT	SUPERINTENDENT NAME	
EMAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER	



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

**FY 2017
SCHOOL IMPROVEMENT GRANT (SIG)
1003(G)
FEDERAL BUDGET SUMMARY**
Use whole dollars only. Omit Commas
and Decimal Places, e.g., 2536
Projected Budget

MDE USE ONLY	PROGRAM APPROVAL DATE & INITIALS	
	TOTAL FUNDS	
	CARRYOVER FUNDS	
	CURRENT FUNDS	
	BEGIN DATE	END DATE

Directions: Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100+)	(Obj. 200+)	(Obj. 300+)	(Obj. 400+)	(Obj. 500+)	(Obj. 600+)	(Obj. 700+)	(Obj. 800+)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs									\$ 0
7	1270	Remediation Extended School Year									\$ 0
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction									\$ 0
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration									\$ 0
18	2710 - 2799	Student Transportation Services									\$ 0
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 0
			Enter Indirect Cost Transfer Amount in the Total Column ONLY								
22	Total Budget		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

Date _____
MDE FY17 SIG 1003(G) (5-16)

MDE - Director of Academic Grants Management

Date _____

MDE - Director of School Improvement

- School Planning Budget
- School Full Implementation Budget (Year _____)
- School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (\$ IG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
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Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the “Accounting Manual for MPS Districts” handbook that can be accessed at <http://www.mdek12.org/CSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school’s budget.* The Function Total on this page should agree with the “LEA Federal Budget Summary” – Function Total.

FUNCTION NUMBER <i>(Only use one function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100)	(Obj. 200)	(Obj. 300)	(Obj. 400)	(Obj. 500)	(Obj. 600)	(Obj. 700)	(Obj. 800)		
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	

APPENDICES CHECKLIST

Use this document as a checklist to verify that each requested appendix has been attached. Additional appendices (any not appearing in this list) will NOT be accepted for review.

A. Consultation with Stakeholders (LEA Plan Overview, Part I., B.)

- Agenda and/or meeting minutes from stakeholder consultation
- Sign-in form

B. School Board Approval (LEA Plan Overview, Part II., A.2.)

- Agenda and/or meeting minutes from the Board meeting at which the application was approved

C. External Provider Contracting Process (LEA Plan Overview, Part II., A.3.)

- LEA's model request for proposal, if different from MDE's
- External provider interview or evaluation tools, if applicable
- LEA's model memorandum of understanding, if different from MDE's

D. District Capacity for Selected Interventions (LEA Plan Overview, Part II., A.6.-7.)

- LEA's Schedule of Findings and Questioned Costs from most the recent audit
- Schoolwide Plan
- Current Priority/Focus School Action Plan, if applicable

E. Needs Assessment (School Proposal, Part I., B.1. & B.3.)

- MCAPS needs assessment data
- Performance Framework (baseline data and performance goals)

F. PATHWAYS ONLY: Pathways of Success Partners (School Proposal, Part II. for Pathways, A.4., A.6., & A.7.)

- College and career ready competencies
- Signed memorandum of understanding with partnering institution of higher education
- Signed memoranda of understanding with any work-based learning opportunities partners

G. TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS ONLY: Instruction (School Proposal, Part II., B.3. & B.5.)

- TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS: Multi-Tiered System of Supports process
- TURNAROUND/TRANSFORMATION ONLY: School calendar and school schedule

H. TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: Recruitment and Hiring (School Proposal, Part III. for Turnaround, Transformation, and Early Learning, B.1.a.(3)., B.1.b.(2)., B.2.b.)

- TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: School Leader job description
- TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: School Leader interview protocols or evaluation forms
- TRANSFORMATION/EARLY LEARNING ONLY: Interview protocols or evaluation forms
- TURNAROUND ONLY: Interview protocols or evaluation forms, including for hiring and/or re-hiring

I. ALL MODELS EXCEPT CLOSURE: School Governance (School Proposal, Part III., for Turnaround, Transformation, Early Learning, Pathways, and Whole-School Reform, C.1.)

- ALL MODELS EXCEPT CLOSURE: Organization chart

J. PATHWAYS/WHOLE-SCHOOL REFORM ONLY: MDE-Approved Technical Assistance Provider or Whole-School Reform Developer (School Proposal, Part III. for Pathways, C.2.d.; Part III. for Whole-School Reform, C.2.)

- PATHWAYS/WHOLE-SCHOOL REFORM ONLY: Signed memorandum of understanding with required partner

K. Budget

- Budgets for each of the five years for the LEA and school

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

School District	Forest County	School	Earl Travillion
Date and Time of Meeting	7/26/17	Meeting Place	ETAC Cafe

	SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1.	<i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	<i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6.	<i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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9.	<i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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10. <i>Chris Lee</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. <i>Jill Adams</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <i>Roy Hubbard</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. <i>Amel Suenalla</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14. <i>Denise Hill</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. <i>Shirley Clark</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. <i>Marie Manning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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19. <i>Shirley Clark</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. <i>Patricia Clark</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORREST COUNTY SCHOOL DISTRICT



EMBRACE • INSPIRE • CHALLENGE • GROW

Earl Travillion Attendance Center
316 Travillion Road
Hattiesburg, MS 39401
(601) 584-9303 Office
(601) 582-5785 Fax
Kristina Pollard, Principal

Earl Travillion Attendance Center School Improvement Community Meeting July 26, 2017 Agenda

- Welcome
- Complete Registration
- School Improvement Grant
 - Turnaround
 - Transformational
 - Whole School Reform
 - Closure
- Questions

Notes: Explanation of Turnaround - 50% of staff & principal would have to be replaced. Transformational - replace principal but Ms. Pollard would be the new principal under this model. Whole school reform pick a provider and follow the program they develop. Closure - close the school. The purpose of the school improvement grant is to help increase test scores.

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SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

School District	School
Forest County	ETAC
Date and Time of Meeting	Meeting Place
7/26/17	ETAC Cafeteria - Registration

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1. <i>Laura Williams</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Rafael Cortes</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Abraham Seba Xolo</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Candice Lopez</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Terecia P.O</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Lisandro Romero Mendez</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>Maria E. Villasona.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>Lanika Smith</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>Alice Stewart</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
10.	<i>Wm Stalleus</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<i>Natasha Jackson</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<i>Jermies Escribas</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<i>Kela Hampton</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<i>Shantice Henry Bland</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<i>Shirley Vandevelde</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<i>Shyra Hampton</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<i>S. [Signature]</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<i>Christy Varnado</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<i>[Signature]</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<i>[Signature]</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

continued

School District	School
Date and Time of Meeting	Meeting Place
<u>7/26/17</u>	

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1. <i>Sharon [Signature]</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Maria Sauer</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Brendley Reed</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FORREST COUNTY SCHOOL DISTRICT



EMBRACE • INSPIRE • CHALLENGE • GROW

Earl Travillion Attendance Center
316 Travillion Road
Hattiesburg, MS 39401
(601) 584-9303 Office
(601) 582-5785 Fax
Kristina Pollard, Principal

**Earl Travillion Attendance Center
School Improvement Parent Meeting
July 26, 2017
Agenda**

- **Welcome**
- **Complete Registration**
- **School Improvement Grant**
 - **Turnaround**
 - **Transformational**
 - **Whole School Reform**
 - **Closure**
- **Questions**

Notes: Met ~~at~~ with parents during registration. Explained the school improvement process. Shyra Thompson lead survey process.

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- 3:45--5:00 (1 hour and 15 minutes)
- 3:45--5:15 (1 hour and 30 minutes)
- 3:45--5:30 (1 hour and 45 minutes)

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Estimado Padre / Tutor,

El Centro de Asistencia Earl Travillion solicita una subvención de mejoramiento escolar (SIG). Su entrada es vital en el proceso de SIG. El enfoque de nuestro proceso de SIG es ayudar a los estudiantes a alcanzar los altos estándares de logros académicos esperados de todos los niños, sin importar su condición socioeconómica y antecedentes. La siguiente encuesta se usará para ayudarnos con la planificación para el mejoramiento escolar. ¡Agradecemos sus comentarios!

1. ¿Qué modelo de subsidio de mejoramiento escolar ayudaría al Centro de Asistencia Earl Travillion a aumentar el rendimiento estudiantil y cumplir con éxito los requisitos de una subvención de mejoramiento escolar?

- Transformacional: reemplazando al principal, que en nuestro caso fue la transición de la señora Pollard, nuestra directora actual. El currículo, la instrucción y la evaluación se alinean con los esfuerzos de mejora de la escuela.
- Turnaround-Reemplace 50% del personal y del director; Proveer servicios comunitarios sociales / emocionales
- Modelo de reforma de la escuela entera: escoger a un proveedor y seguir su programa desarrollado
- Cierre-Cerrar una escuela e inscribir a todos los estudiantes en otras escuelas

2. Uno de los requisitos del subsidio de mejoramiento escolar requiere un día escolar extendido. ¿Cuál plazo de tiempo extendido cree que proporcionará tiempo suficiente para la remediación y / o el enriquecimiento?

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SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

School District	Forrest County	School	Earl Travillion
Date and Time of Meeting	August 1, 2017 8:00a.m.	Meeting Place	Library

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1. <i>[Signature]</i> Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>[Signature]</i> Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>[Signature]</i> Teacher	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



ETAC Staff Development Agenda

August 1, 2017
8:00—11:30

Refreshments in the Library provided by the Leadership

Greetings—Toby Barker, Mayor of Hattiesburg
Devotion—Cooley
How Well Do You Know Your Team?--Pollard
School Improvement Plan--Pollard
 Make Your Bed Book Study
 Vision and Goals for ETAC
 Focus & Title I School-wide
Staff Procedures--Homework
How Strong is Your Team?--Pierre
Code of Ethics--Pollard
Fixed Assets, & Textbook Procedures--Pierre

11:30—12:30

Lunch provided by Bailey Education Group

12:30—4:00

Millennium Services--Jan Walker

August 2, 2016
7:15—4:00

K-5 Wonders Textbook Training—Lowery A. Woodall Center
*Lunch on your own
Grades 6-8 Textbook Training or Content Planning Session

August 3, 2016
8:00—11:30

Refreshments in the Library provided by the Leadership
Making Data Matter—All ELA & Sped Teachers

11:30—12:30

Lunch provided by Leadership

12:30—4:00

Making Data Matter—All Math, Science & Sped Teachers

August 4, 2016
8:00—9:00

Refreshments in the Library provided by the Leadership
Bridge to Success Activity--Pollard
PBIS Success For All—Maxie & Mosley
Discipline Process and Getting Positive Behavior to Work—Pierre

9:00—10:00

School Status Training

10:00—11:30

Boost Intervention Program/SPED Support—Finley & P. Brown
Assessments and Student Achievement—Jackson & Morrow
PLCs—It Takes a Big Heart to Shape Little Minds!
Staff ID Pictures in the lobby

11:30--1:00

*Lunch on you own

1:00--4:00

Textbook Distribution/Work in Rooms

Earl Travillion Attendance Center 2015-2016 Accountability
263 points (F)

Language Arts Proficiency	9.1	Math Proficiency	8	Science Proficiency	40.8
Language Arts Growth	47.3	Math Growth	48.6		
Bottom 25 LA Growth	55.8	Bottom 25 Math Growth	53.5		

700 PT. SCALE

Grade	Cut
A	455
B	385
C	330
D	277
F	<277

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 - 3:45--5:15 (1 hour and 30 minutes)
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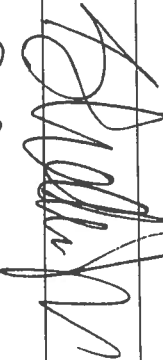
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SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

School District FCSD	School Earl Trivillion
Date and Time of Meeting 8/4/17 9:00am.	Meeting Place Library

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1. <i>K. B. D.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Jada Smith</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Thylor West</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Julie Mose</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Hea Shaw</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>Domena Jordan</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>[Signature]</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>Yollee Ray</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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10.		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	A. O'Connell	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Alan M...	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Rickie Chapman	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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10. <i>Jumadeyn Beah</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. <i>Donna Wynn</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. <i>Tom Reese</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. <i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. <i>Dencia [Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. <i>Micha Moore</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 - 3:45--5:00 (1 hour and 15 minutes)
 - 3:45--5:15 (1 hour and 30 minutes)
 - 3:45--5:30 (1 hour and 45 minutes)

Earl Travillion Attendance Center is applying for a school improvement grant (SIG). Your input is vital in SIG process. The focus of our SIG process is to help students meet the high academic achievement standards expected of all children, regardless of their socioeconomic status and background. The following survey will be used to assist us with planning for school improvement. We appreciate your feedback!

- 1. Which school improvement grant model would help Earl Travillion Attendance Center increase student achievement and successfully meet the requirements of a school improvement grant?**
 - Transformational—replacing the principal, which in our case was the transition of Mrs. Pollard, our current principal. Curriculum, instruction, and assessment align to school improvement efforts.
 - Turnaround—Replace 50% of staff and principal; provide social/emotion community services
 - Whole School Reform Model—pick a provider and follow their developed program
 - Closure—Close a school and enroll all students in other schools

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 - 3:45--5:30 (1 hour and 45 minutes)

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

School District Forest County	School Earl Travillion Attendance School
Date and Time of Meeting 8/17/17 2:40pm	Meeting Place Library

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1. KERR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Marg Perie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Theresa Ba	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Antonia Maffett	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Donna Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Jim Rutenworth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A. Amosworth	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. J. Davis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Shirley Gray	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
10.	Yvette Gray	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Josha Grant	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Sharon West	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	OPPA	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Michelle Grant	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Tereshawna Perry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Ka WO	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	T. Embrie Cook	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	Josie Stevens	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Juanita Johnson	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Michelle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
10.	<i>Julie Hanson</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	<i>Anna Lee</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<i>Stephanie Mesley</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<i>Debrae Rowing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Improvement Grant (SIG)

- Board Approval
- Implementation
- Possible Extended Learning Day Schedule
- Financial Incentives

Board Meeting

- LEA Assurances were signed
- Cannot approve daily rate
- Must focus on daily hourly rate
- Proposal:

Calculating Daily Hourly Rate

- Take your salary (be exact)
- Divide by 187 (days)
- Divide by 8 (hours)
- You now have your daily rate: _____

- Does anyone make more than \$35 an hour?
Then we will propose that ALL teacher get paid \$35 an hour, for 2hours a day, 4X a week

Year One
192 hours X \$35=

Year Two
304 hours X \$35=

Year Three
304 hours X \$35=
+ 3 Saturdays
(Focus is on 3rd grade)
That's 4.5 hours X 3=13.5
hours X \$35=

Year Four

- Half of the grant \$ is gone (grant stipulation)
- How will we sustain?
- Are you willing to keep the extended time for half the pay?
- What about Saturdays? Other schools already do it now without additional pay...
- We will get clarity on year four tomorrow at the technical assistance meeting
- Grant due August 24, 2017 by 3:00p.m.

Financial Incentives

- Based on MAAP/MSTS2/MKAS
- Growth:
 - in the fall of the following year
 - In the fall of the following year
- Proficiency:
- Improve School Grade/Meet state growth goals:

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM
(Attach to the LEA Application.)

School District Ernest County	School Earl Travillion Attendance Center
Date and Time of Meeting 8/21/17 8:30am.	Meeting Place District Office

	SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
1.	<i>KATR</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<i>[Signature]</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<i>Nick Kibben</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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11.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDICES CHECKLIST

Use this document as a checklist to verify that each requested appendix has been attached. Additional appendices (any not appearing in this list) will NOT be accepted for review.

~~A. Consultation with Stakeholders (LEA Plan Overview, Part I., B.)~~

- Agenda and/or meeting minutes from stakeholder consultation
- Sign-in form *Pollard's office*

~~B. School Board Approval (LEA Plan Overview, Part II., A.2.)~~

- OK*
- Agenda and/or meeting minutes from the Board meeting at which the application was approved *Faye*

~~C. External Provider Contracting Process (LEA Plan Overview, Part II., A.3.)~~

- OK*
- LEA's model request for proposal, if different from MDE's *Framework*
 - External provider interview or evaluation tools, if applicable
 - LEA's model memorandum of understanding, if different from MDE's

~~D. District Capacity for Selected Interventions (LEA Plan Overview, Part II., A.6.-7.)~~

- Am*
- LEA's Schedule of Findings and Questioned Costs from most the recent audit *Am*
 - Schoolwide Plan *MCAPS Pollard*
 - Current Priority/Focus School Action Plan, if applicable *Pollard/MCAPS SOARS*

~~E. Needs Assessment (School Proposal, Part I., B.1. & B.3.)~~

- MCAPS needs assessment data *THE BOX*
- Performance Framework (baseline data and performance goals) *Pollard*

~~F. PATHWAYS ONLY: Pathways of Success Partners (School Proposal, Part II. for Pathways, A.4., A.6., & A.7.)~~

- NA*
- College and career ready competencies
 - Signed memorandum of understanding with partnering institution of higher education
 - Signed memoranda of understanding with any work-based learning opportunities partners

~~G. TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS ONLY: Instruction (School Proposal, Part II., B.3. & B.5.)~~

- OR*
- TURNAROUND/TRANSFORMATION/EARLY LEARNING/PATHWAYS: Multi-Tiered System of Supports process *Boost*
 - TURNAROUND/TRANSFORMATION ONLY: School calendar and school schedule *done print* *done*

H. TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: Recruitment and Hiring (School Proposal, Part III. for Turnaround, Transformation, and Early Learning, B.1.a.(3)., B.1.b.(2)., B.2.b.)

~~TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: School Leader job description~~ Gina

~~TURNAROUND/TRANSFORMATION/EARLY LEARNING ONLY: School Leader interview protocols or evaluation forms~~ Gina

~~TRANSFORMATION/EARLY LEARNING ONLY: Interview protocols or evaluation forms~~ Gina

~~TURNAROUND ONLY: Interview protocols or evaluation forms, including for hiring and/or re-hiring~~

I. ALL MODELS EXCEPT CLOSURE: School Governance (School Proposal, Part III., for Turnaround, Transformation, Early Learning, Pathways, and Whole-School Reform, C.1.)

ALL MODELS EXCEPT CLOSURE: Organization chart ?

J. PATHWAYS/WHOLE-SCHOOL REFORM ONLY: MDE-Approved Technical Assistance Provider or Whole-School Reform Developer (School Proposal, Part III. for Pathways, C.2.d.; Part III. for Whole-School Reform, C.2.)

PATHWAYS/WHOLE-SCHOOL REFORM ONLY: Signed memorandum of understanding with required partner

K. Budget

Budgets for each of the five years for the LEA and school

Vicki

Notice of Regular Meeting

The Board of Directors Forrest County School District

A Regular Meeting of the Board of Directors of Forrest County School District will be held August 14, 2017, beginning at 5:30 PM at the Boardroom of the Paul B. Johnson, Jr. Chancery Court Building, 641 Main Street, Hattiesburg, MS.

BOARD MEMBERS NOT PRESENT

Amended to add ##4D(2aa), ##4D(2bb), ##4D(2cc), & ##4D(4e)

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda and placed under discussion / action, items identified within consent agenda will be acted on at one time with no discussion.

1. **Prayer and Pledge of Allegiance**
2. **Adopt Order of Agenda**
3. **Superintendent's Report**
 - A. RSAC Schools At Risk Update
4. **MR. RONNIE PERKINS NEEDS TO RECUSE HIMSELF AND LEAVE THE ROOM**

Consent Agenda

A. FINANCIAL:

1. Docket of Claims:
 - a. Short Docket Claim Numbers - None
 - b. Regular Docket Claim Numbers 99458 through 99700
 - c. Hand-Typed Checks Claim Numbers 99701 through 99744
 - d. Foundation Claim Numbers 670 through 671

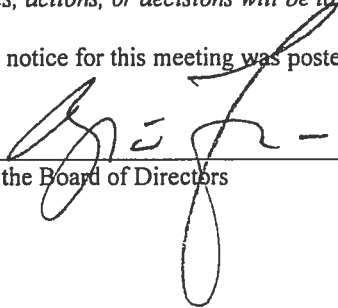
B. MISCELLANEOUS:

1. Property Removal Affidavits -None
2. Student Transfers: (Intra-District)
3. Student Transfers: (Employee-In)
4. Student Transfers: (Out-of-District)

- F. SLP Contract
- G. PT Contract
- H. School Drug Testing Program
 - I. AAA Ambulance Service Agreement
 - J. Dixon Dental Services MOU
- K. New/Revised Board Policies
- L. FCAHS Cooperative Agreement
- M. FMLA Legal Consultant
- 10. Public Participation**
 - A. Ms. Laiel McSwain-Jasper - Student Transfers
- 11. Consider Executive Session**
- 12. Enter Executive Session**
- 13. Leave Executive Session**
- 14. Adjourn**
- 15. FOR INFORMATION ONLY:**
 - A. Monthly Workshop Compilation Report for July Payroll
 - B. Restraint and Seclusion Report
 - C. MSBA 2018 School Board Legislative Survey

If, during the course of the meeting, discussion of any item on the agenda should be held in an executive session, the Board will conduct an executive session in accordance with the Mississippi Open Meetings Act, (MS Code Section 25-41-1 et seq.). Before any executive session is convened, the presiding officer will announce publicly that the board is going into executive session and give the reasons therefore. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Mississippi Open Meeting Act on .



For the Board of Directors

FORREST COUNTY SCHOOL DISTRICT



EMBRACE • CHALLENGE • GROW

BRIAN FREEMAN


Superintendent of Education

400 Forrest Street

Hattiesburg, MS 39401

Phone 601-545-6055 Fax 601-545-6054

TO: Ms. Kristina Pollard
Earl Travillion Attendance Center

FROM: Mr. Brian Freeman 

DATE: August 17, 2017

RE: Items Approved for Your School at Board Meeting

Items approved for your school at the board meeting on August 14, 2017 are as follows. Please see that each appropriate individual is notified of these actions.

PERSONNEL: Approved for Ms. Lenicia S. Hollings to withdraw her resignation that was approved at the July 17, 2017 Board meeting;
Approved Mr. Zach Bryant as a custodian for the 2017-2018 school year only;
Approved Ms. Kaci White as a teacher for the 2017-2018 school year only;

FINANCIAL: Approved the LEA Assurances for the School Improvement Grant (SIG) 1003(g) Assurances;

Please let me know if you have any questions.

/fdl

FORREST COUNTY SCHOOL DISTRICT



EMBRACE • INSPIRE • CHALLENGE • GROW

BRIAN FREEMAN
Superintendent of Education
400 Forrest Street
Hattiesburg, MS 39401
Phone 601-545-6055 Fax 601-545-6054

August 22, 2017

Ms. Kristina Pollard
Earl Travillion Attendance Center
316 Travillion Drive
Hattiesburg, MS 39401

Re: August 14, 2017 Board Minutes

Dear Ms. Pollard:

I am attaching three pages from the August 14, 2017 Board Minutes. These minutes will be sent to the Board for approval at the next meeting on September 11, 2017.

If you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script, appearing to read "Faye Lancaster", with a long horizontal flourish extending to the right.

Faye Lancaster
Board Clerk

/fdl

attachment

1902-2143-580-01	+1,000.00
1902-2143-810-01	+3,000.00
1902-2330-431-01	+5,840.00
1902-2330-580-01	+2,369.28
1902-2330-610-01	+30.72
1902-2330-740-01	+1,780.00
1902-2330-810-01	+3,000.00

(Votes cast for the motion: Mr. McMahan, Mr. Helton, Mr. Perkins, Ms. Myers; Votes cast against the motion: None.)

A motion was made by Mr. Ronnie Perkins and seconded by Mr. Jason Helton to approve the LEA Assurances for the School Improvement Grant for Earl Travillion Attendance Center. A copy of the LEA Assurances is attached as **Exhibit C** and herewith becomes a part of the official Minutes. *(Votes cast for the motion: Mr. McMahan, Mr. Helton, Mr. Perkins, Ms. Myers; Votes cast against the motion: None.)*

A motion was made by Mr. Jason Helton and seconded by Mr. Ronnie Perkins to apply the same procedure of rounding all punches to the nearest quarter hour that applies to the time clock to be applied to the handwritten time sheets effective with the August 2017 paychecks. *(Votes cast for the motion: Mr. McMahan, Mr. Helton, Mr. Perkins, Ms. Myers; Votes cast against the motion: None.)*

A motion was made by Mr. Ronnie Perkins and seconded by Ms. Angie Myers to amend the 2017-2018 Salary Scales and approve the changes in scale placement effective with the July 31, 2017 paycheck. A copy of the scales is attached as **Exhibit D** and herewith becomes a part of the official Minutes. *(Votes cast for the motion: Mr. McMahan, Mr. Helton, Mr. Perkins, Ms. Myers; Votes cast against the motion: None.)*

Notice of Regular Meeting

The Board of Directors Forrest County School District

A Regular Meeting of the Board of Directors of Forrest County School District will be held August 14, 2017, beginning at 5:30 PM at the Boardroom of the Paul B. Johnson, Jr. Chancery Court Building, 641 Main Street, Hattiesburg, MS.

BOARD MEMBERS NOT PRESENT

Amended to add ##4D(2aa), ##4D(2bb), ##4D(2cc), & ##4D(4e)

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda and placed under discussion / action, items identified within consent agenda will be acted on at one time with no discussion.

1. Prayer and Pledge of Allegiance
2. Adopt Order of Agenda
3. Superintendent's Report
 - A. RSAC Schools At Risk Update
4. MR. RONNIE PERKINS NEEDS TO RECUSE HIMSELF AND LEAVE THE ROOM

Consent Agenda

A. FINANCIAL:

1. Docket of Claims:
 - a. Short Docket Claim Numbers - None
 - b. Regular Docket Claim Numbers 99458 through 99700
 - c. Hand-Typed Checks Claim Numbers 99701 through 99744
 - d. Foundation Claim Numbers 670 through 671

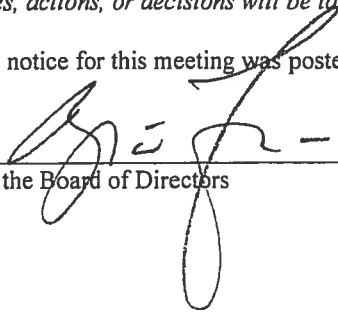
B. MISCELLANEOUS:

1. Property Removal Affidavits -None
2. Student Transfers: (Intra-District)
3. Student Transfers: (Employee-In)
4. Student Transfers: (Out-of-District)

- F. SLP Contract
 - G. PT Contract
 - H. School Drug Testing Program
 - I. AAA Ambulance Service Agreement
 - J. Dixon Dental Services MOU
 - K. New/Revised Board Policies
 - L. FCAHS Cooperative Agreement
 - M. FMLA Legal Consultant
 - 10. **Public Participation**
 - A. Ms. Laiel McSwain-Jasper - Student Transfers
 - 11. **Consider Executive Session**
 - 12. **Enter Executive Session**
 - 13. **Leave Executive Session**
 - 14. **Adjourn**
 - 15. **FOR INFORMATION ONLY:**
 - A. Monthly Workshop Compilation Report for July Payroll
 - B. Restraint and Seclusion Report
 - C. MSBA 2018 School Board Legislative Survey
-

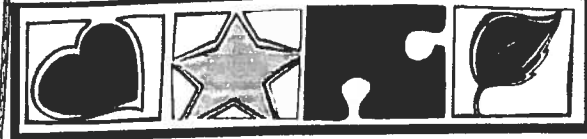
If, during the course of the meeting, discussion of any item on the agenda should be held in an executive session, the Board will conduct an executive session in accordance with the Mississippi Open Meetings Act, (MS Code Section 25-41-1 et seq.). Before any executive session is convened, the presiding officer will announce publicly that the board is going into executive session and give the reasons therefore. All final votes, actions, or decisions will be taken in open meeting.

The notice for this meeting was posted in compliance with the Mississippi Open Meeting Act on .



For the Board of Directors

FORREST COUNTY SCHOOL DISTRICT



EMBRACE

•CHALLENGE•GROW

BRIAN FREEMAN

Superintendent of Education

400 Forrest Street

Hattiesburg, MS 39401

Phone 601-545-6055 Fax 601-545-6054

TO: Ms. Kristina Pollard
Earl Travillion Attendance Center

FROM: Mr. Brian Freeman *BF*

DATE: August 17, 2017

RE: Items Approved for Your School at Board Meeting

Items approved for your school at the board meeting on August 14, 2017 are as follows. Please see that each appropriate individual is notified of these actions.

PERSONNEL: Approved for Ms. Lencia S. Hollings to withdraw her resignation that was approved at the July 17, 2017 Board meeting;
Approved Mr. Zach Bryant as a custodian for the 2017-2018 school year only;
Approved Ms. Kaci White as a teacher for the 2017-2018 school year only;

FINANCIAL: Approved the LEA Assurances for the School Improvement Grant (SIG) 1003(g) Assurances;

Please let me know if you have any questions.

/fdl

Intervention Model Checklist

Note: Regardless of intervention type, all proposals must complete the LEA Plan Overview and Part I of the School Proposal in full.

School Proposal

II. Teaching and Learning—Turnaround, Transformation, Early Learning, and Pathways

Item	Turnaround	Transformation	Early Learning	Pathways
A. Curriculum				
1. Use of State Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Research-Based	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Vertical Alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. College and Career Ready Competencies	Not Applicable	Not Applicable	Not Applicable	<input type="checkbox"/>
5. Career Pathways	Not Applicable	Not Applicable	Not Applicable	<input type="checkbox"/>
6. College Credit	Not Applicable	Not Applicable	Not Applicable	<input type="checkbox"/>
7. Work-Based Learning	Not Applicable	Not Applicable	Not Applicable	<input type="checkbox"/>
B. Instruction				
1. Instructional Improvements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Full-Day Kindergarten and High-Quality Pre-School	Not Applicable	Not Applicable	<input type="checkbox"/>	Not Applicable
3. Multi-Tiered System of Supports Instructional Model/ Intervention Process (IP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Special Populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Increased Time	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable	Not Applicable
C. Data for Instructional Decision-Making				
1. Current and Proposed Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Data-Driven Decision-Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Early Warning System	Not Applicable	Not Applicable	Not Applicable	<input type="checkbox"/>
D. Instructional Leadership and Staff				
1. Current Instructional Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Proposed Instructional Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Teaching and Learning—Closure

Item	Closure
A. Newly Consolidated School(s)	<input type="checkbox"/>
1. School Information	
2. Higher Achieving School(s)	<input type="checkbox"/>
3. Proximity to Closed School	<input type="checkbox"/>
B. Closure Plan	<input type="checkbox"/>
1. Transfer Plan	
2. Consolidated Staff	<input type="checkbox"/>

II. Teaching and Learning—Whole-School Reform

Item	Whole-School Reform
A. Approved Evidence-Based Whole-School Reform Model	<input type="checkbox"/>
B. Fit with Student Instructional Needs	<input type="checkbox"/>
C. Instructional Leadership and Staff	<input type="checkbox"/>
1. Current Instructional Staff	
2. Proposed Instructional Staff	<input type="checkbox"/>

III. Operations and Support Systems—Turnaround, Transformation, and Early Learning

Item	Turnaround	Transformation	Early Learning
A. Allocation of Financial Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Human Resource Systems			
1. Recruitment and Hiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. School Leader			
b. Instructional Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Financial Incentives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Screening and Re-Hiring	<input type="checkbox"/>	Not Applicable	Not Applicable
3. Employment policies			
a. Placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Evaluation Policies	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>
c. Financial Rewards	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>
d. Opportunities for Promotion and Career Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Termination	Not Applicable	<input type="checkbox"/>	<input type="checkbox"/>
C. Organizational Structures and Management			
1. Governance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Proposed Governance Structure			
b. District-Level Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. School Autonomy	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
2. External Providers			
<i>Schools are not required to contract with External Providers. If the school chooses to contract with External Providers, the school must have a clear plan for services</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. School Climate	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
D. Support for Teaching and Learning			
1. Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Time for Faculty Collaboration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Parent and Community Engagement			
1. Community-School Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Services for Parents and Community Members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Engagement in School Improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Operations and Support Systems—Pathways

Item	Pathways
A. Allocation of Financial Resources	<input type="checkbox"/>
B. Evaluation Policies	<input type="checkbox"/>
C. Organizational Structures and Management	
1. Governance	
a. Proposed Governance Structure	<input type="checkbox"/>
b. District-Level Staff	<input type="checkbox"/>
c. Pathways to Success School Leadership Team	<input type="checkbox"/>
2. External Providers	
a. Contract for Daily Management	
b. Contract for Specific Services	
c. Scope of Work	<input type="checkbox"/>
<i>Schools are not required to contract with External Providers. If the school chooses to contract with External Providers, the school must have a clear plan for services</i>	
d. MDE-Approved Technical Assistance Provider	<input type="checkbox"/>
D. Parent and Community Engagement	
1. Written Communications Plan	<input type="checkbox"/>
2. Engagement in School Improvement	<input type="checkbox"/>
E. Sustainability	<input type="checkbox"/>

III. Operations and Support Systems—Closure

Item	Pathways
A. Allocation of Financial Resources	<input type="checkbox"/>
B. Facilities	<input type="checkbox"/>

Item	Pathways
C. Parent and Community Outreach and Engagement 1. Outreach Prior to Closure	<input type="checkbox"/>
2. Engagement in School Improvement	<input type="checkbox"/>

III. Operations and Support Systems—Whole-School Reform

Item	Pathways
A. Allocation of Financial Resources	<input type="checkbox"/>
B. School Leadership	<input type="checkbox"/>
C. Organizational Structures and Management 1. Governance	<input type="checkbox"/>
2. Whole-School Reform Model Developer	<input type="checkbox"/>
D. Parent and Community Engagement 1. Alignment	<input type="checkbox"/>
2. Engagement in School Improvement	<input type="checkbox"/>
E. Sustainability	<input type="checkbox"/>

LEAD PARTNER INTERVIEW

(This tool is an example of an interview protocol for prospective External Providers.)

Name of Lead Partner	
	School District
Contact Information	School District Contact
Questions	Notes
Financial Management System Describe the type of clients the contractor serves (e.g., schools vs. districts, large or small districts, rural or urban, low income).	
How many clients does the contractor currently serve?	
Does the organization obtain an annual financial audit? What was the outcome of the most recent audit? (Ask for documentation.)	
Has the contractor ever had to cancel a contract or contracts? If so, why?	

Management and Staffing Capacity

<p>Who are the contractor's key leaders and what is their level of relevant professional experience?</p>	
<p>How will the contractor staff this project?</p>	
<p>Does the contractor's staff have K-12 education experience? Provide a current resume of all staff members who will work in the district.</p>	
<p>How does the contractor monitor the services of its staff?</p>	
<p>What specific training and experience does the contractor's staff have in improving student performance, instructional coaching, state curriculum standards, data analysis, and turnaround strategies?</p>	
<p>In the event that the school district is dissatisfied with the services of the contractor's staff, what is the process for changing contractual staff?</p>	

Internal Performance Analysis	
Does the contractor internally review and assess the quality of services it delivers? How?	
Does the contractor solicit information from clients to determine their satisfaction with the contractor's products or services? By what method, and how often?	
What method(s) will the contractor use to communicate outcomes of weekly services to the school district?	
Provide a list of clients and contact information.	
Customer Service Orientation	
Does the contract or memorandum of understanding provide specific details on the type and amount of services to be provided?	
How flexible or customizable is the contract?	

<p>Provide evidence that the contractor has been successful in improving student performance outcomes in a short period of time.</p>	
<p>Provide evidence that the contractor has been successful in improving teacher/principal quality in low-performing schools.</p>	
<p>OTHER QUESTIONS:</p>	

Source: American Institutes for Research, "Choosing an Education Contractor: A Guide to Assessing Financial and Organizational Capacity", 2006

School Improvement Grant 1003(g) (SIG)
MEMORANDUM OF UNDERSTANDING

Between

(Enter Local Educational Agency's Name)

Local Educational Agency (LEA)

and

(Enter Lead Partner's Name)

Lead Partner

I. Background

The purpose of this Memorandum of Understanding (MOU) is to clearly identify the roles and responsibilities of each party as they relate to the implementation of the School Improvement Grant (SIG). The SIG, authorized under Section 1003(g) of the *Elementary and Secondary Education Act of 1965*, provides financial resources to local educational agencies (LEA) for providing assistance to persistently low-achieving schools that demonstrate the greatest need and strongest commitment to raise substantially the academic achievement of their students. To support this goal, the [Enter the LEA's name and address] (hereinafter referred to as [LEA]) and [Enter the Lead Partner's name and address] (hereinafter referred to as [LP]) will establish a partnership to mutually promote the improvement of the educational infrastructure and performance of [Enter the name of the school that will be served through this MOU] through comprehensive, coordinated planning and implementation of services to the LEA and school.

Accordingly, [LEA] and [LP] operating under this MOU agree as follows:

II. Mission

[Name of LEA], as the LEA and subgrant recipient, is the administrator of the LEA's SIG for which it coordinates the improvement activities that are to be implemented in [Enter the name of the school that will be served through this MOU]. Through this Understanding, the [LEA] plans to [Enter a brief description of the LEA's mission in carrying out the reform efforts at the school].

[Name of LP], as Lead Partner, serves as the independent organization that will provide direct, long-term assistance to the LEA and [Enter the name of the school that will be served through this MOU] in implementing [Enter the reform efforts the lead partner will perform in the district/school to improve student achievement].

[LEA] and [LP], the parties to this Understanding, have the following common objectives/goals:

- [List the common objectives or goals the LEA and Lead Partner plans to achieve through this collaboration]

III. Responsibilities

The responsibilities of the [LEA] are to:

- [List the actions the LEA will take in order to meet the goal(s) established in this MOU]

The responsibilities of the [LP] are to:

- [List the actions the Lead Partner will take in order to meet the goal(s) established in this MOU], including interim benchmarks of progress towards meeting annual goals

Both [LEA] and [LP] will ensure that program activities are conducted in compliance with all applicable Federal, State, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances outlined in the LEA's SIG application approved by the Mississippi Department of Education (MDE).

IV. Evaluation

[LEA] and [LP] have established the following performance indicators for evaluating the success of the implementation of this Understanding. The measures of annual growth set herein, shall be considered during the time of review of this Understanding, at which time, it may be extended, modified, or terminated.

Action	Annual Performance Indicators		
	Year 1	Year 2	Year 3
<i>Enter the action/strategy that is to be carried out by the Lead Partner</i>	<i>Enter the results that the Lead Partner should have achieved towards meeting its goal by the end of Year 1</i>	<i>Enter the results that the Lead Partner should have achieved towards meeting its goal by the end of Year 2</i>	<i>Enter the goal that the Lead Partner should have achieved by the end of Year 3</i>

V. Exception to LEA Policies

In order to successfully meet the terms of this Understanding, [LEA] gives [LP] the authority to carry out the services described herein by releasing all of the rights, privileges, and liabilities given to the [LEA] in the following LEA policies:

- [List the LEA policies that will prohibit the Lead Partner from carrying out its duties set forth in this MOU.]

The rights of the policies stated above shall be given to [LP] throughout the implementation of this Understanding. [LEA] or [LP] may relinquish its rights set forth by giving thirty (30) calendar days written notice to the other party and the effective date thereof.

VI. Terms of Understanding

Timeline

This Memorandum of Understanding is made on [Enter the date that this Understanding will go into effect] by and between [LEA] and [LP]. Review of this Understanding shall be made on or before [Enter the date that this Understanding will be reviewed], at which time this Understanding may be extended, modified, or terminated.

Funding

As full consideration for the services to be performed under this Understanding, and for all rights, properties, and privileges vested in [LEA] by the terms of this Understanding, including the release of [LEA], its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors, from any liability for any releases granted by the terms of this Understanding in perpetuity, [LEA] agrees to pay [LP] using the following breakdown:

Personnel Services: An Amount Not to Exceed \$_____ (\$_____/hr. x _____ hrs. = \$_____/day x _____ days), payable upon completion of services and submission of invoice no later than ten working days after completion of specified services.

Travel: Actual Amounts May Not Exceed \$_____ (May include airfare, lodging, meals, etc.), reimbursed in accordance with the LEA's travel policy upon receipt of travel voucher after completion of specified services.

Commodities: Actual Amounts May Not Exceed \$_____, payable upon completion of specified services and submission of original invoice by the _____ working day of the month following the period of service.

Reporting

Records, data, and other information acquired, developed, collected, or documented under this agreement shall be the property of the originating agency. Such records shall be kept for a period of five (5) years after final payment under this Understanding, unless the Mississippi Department of Education authorizes their earlier disposition.

Updating

This Understanding will not be modified, altered, or changed except by the mutual agreement by an authorized representative(s) of each party to this Understanding and must be confirmed in writing.

Termination

If, for any reason, [LP] fails to meet to the standards described above to the satisfaction of [LEA], [LEA] may terminate this Understanding immediately on written notice to [LP] and [LP] shall be entitled to receive just and equitable compensation for any services completed or performed prior to termination of this Understanding, as determined by [LEA]. Furthermore, [LEA] or the [LP] may terminate this agreement at any time by giving thirty (30) business days written notice to the other party of such termination and specifying the effective date thereof.

VII. Principal Contacts

Each party hereby designates the following as the initial principal contacts for the agency. These contacts may be changed at the participating agency's discretion upon written notice to the other participating agency.

Local Educational Agency:

Lead Partner:

Principal Contact's Name

Principal Contact's Name

Principal Contact's Title

Principal Contact's Title

Principal Contact's Address

Principal Contact's Address

Principal Contact's Phone Number

Principal Contact's Phone Number

Principal Contact's Fax Number

Principal Contact's Fax Number

Principal Contact's Email Address

Principal Contact's Email Address

VIII. Signatures

Local Educational Agency:

Superintendent's Typed Name and Signature

Title

Date

Board President's Typed Name and Signature

Title

Date

Lead Partners:

Lead Partner Representative's Typed Name and Signature

Title

Date

Date

To Whom It May Concern:

Proposals for "Student Remediation Services," as listed on the attached sheet will be received in Sample County School District located at XXX Street Address, City, Mississippi until **TIME (CST) DAY, DATE.**

For mailed proposals, the following address should be used:

Sample School District
Attn: District Contact, Position, Purchasing Agent
XXX Street Address
City, MS Zip Code

Proposal envelopes should be sealed and clearly marked "Student Remediation Services."

Sincerely,

REQUEST FOR PROPOSALS

Student Remediation Services

Sample School District
Attn: District Contact, Position
XXX Street Address
City, MS Zip Code

Contact:
Name
Email Address

Phone: 601-XXX-XXXX

Fax: 601-XXX-XXXX

Due Date: INSERT

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D. Scope of Work and Responsibilities.....	[7-8]
E. Timeframe.....	[9]
F. Type of Contract.....	[9]
G. Contractor Requirements.....	[9]
H. Format and Procedure for Delivery of Proposal.....	[9]
I. Acceptance of Proposals	[10]
J. Rejection of Proposals... ..	[10]
K. Disposition of Proposals.....	[11]
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M. Qualifications.....	[13]
N. Criteria for Evaluation of Proposals.....	[13-14]
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PROPOSAL TRANSMITTAL FORM
Student Remediation Services

Name of Offeror: _____

Contact Person: _____

Title: _____

Location of Offeror's Principal Place of Business:

Location of Place of Performance (if different from above):

Phone Number: _____ Fax Number: _____

Mailing Address: _____

By my signature below, I hereby represent that I am authorized to and do bind the offeror to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in awarding the contract.

Authorized Signature	Date
----------------------	------

<p>Proposal Due Date: DATE, TIME, Central Time (CST) Sample School District, Attn: Ms. District Contact, Position Student Remediation Services See page number [7] for delivery addresses</p>

REQUEST FOR PROPOSALS – SAMPLE SCHOOL DISTRICT STUDENT REMEDIATION SERVICES

The Sample School District is soliciting competitive written proposals from qualified vendors to render Student Remediation Services and instructional support for classroom teachers and administrators. The purpose of which is to provide direct student remedial services to students in enrolled MCT-2 and SATP-2 courses during the Spring 2014 school term. The successful contractor may also be asked to provide continuing remediation services during the Fall 2014 school term depending on successes shown on test scores administered at the end of the 2013-2014 school year. Student remedial activities must be specifically designed to increase the academic success of all sub-groups of students measured by the annual Mississippi assessments. These services shall be provided to XXSD during the Spring of 2014 (and possibly Fall of 2014) to City Elementary, City Middle School, and City High School to support school wide reforms. These reforms include but are not limited to:

- A.
- B.
- C.

Services through this proposal will be funded in whole or part by [identify funding source].

A. REQUEST FOR INFORMATION

Questions concerning the RFP should be sent to:

District Contact at email address

The deadline for submitting written questions by email is Thursday, March 6, 2014 at 1:00 p.m. All responses to written questions and changes to specification requirements will be communicated via e-mail to the person submitting questions.

All questions, comments, and requests for clarifications must be in writing.

Only written response to written communication shall be considered official and binding upon XXSD. XXSD reserves the right, as its sole discretion, to determine appropriate and adequate responses to the written comments, questions, and request for clarification.

A list of questions, if any, will be compiled and the responses will be sent to all bidders with email addresses on file.

B. DUE DATES FOR PROPOSAL

One (1) **original** proposal and four (4) copies must be received by 1:00 p.m. Central Time (CST) on Monday, March 17, 2014 at the following address based upon the delivery method used:

Hand Deliver Proposals to:	District Contact, Position Sample School District XXX Street Address City, MS Zip Code
-----------------------------------	---

Mail or Ship Proposals to:

District Contact, Position
Sample School District
XXX Street Address
City, MS Zip Code

C. RESPONSIBILITY OF THE OFFEROR

- Ensure that the competitive proposals are delivered by the deadline and assumes all risks of delivery.
- Upon receipt, the sealed proposals will be stamped and dated.
- Proposals and modifications received at XXX Street Address, City, MS after the time designated in the RFP will be considered late and will not be accepted or considered for award.
- Incomplete proposals will not be evaluated and will not be returned for revisions. No late, faxed or emailed copies will be accepted.
- Proposals that do not include the required number of copies will not be evaluated.
- The proposal transmittal form must be signed by an authorized official to bind the offeror to the proposal provisions.

D. SCOPE OF WORK AND RESPONSIBILITIES

The XXSD is seeking proposals for Student Remediation Services

Background

XXSD serves 1600+ students in grades K-12. The district consists of one elementary school with grades PreK-5, one middle school with grades 6 – 8, and one high school with grades 9 – 12.

XXSD uses a variety of curricular materials and strategies to enhance its instructional program. XXSD is committed to preparing all students for higher education and success in the 21st century.

Scope of Services

Components of the consultants' work include, but are not limited to:

- Provide Remediation and debrief with school and district staff
- Provide applicable instructional strategies and use data to improve instruction

- Model best instructional practices to improve MCT-2/SATP-2 scores
- Components of the company's work includes the company's capacity to provide consultants required to deliver student remediation that is research-based for identified areas of need in the following areas:
 - 3rd, 4th, and 5th grade language arts
 - 3rd, 4th, and 5th grade mathematics
 - 6th, 7th, and 8th grade language arts
 - 6th, 7th, and 8th grade mathematics
 - English II
 - U.S. History
 - Biology I
- The consultant is expected to:
 - Work with the XXSD staff and students to implement effective, instructional processes
 - Work with XXSD staff to meet annual performance targets and desired outcomes
 - Carry out implementation and student remedial services in a timely fashion
 - Sign-in/Sign-out with the school administrator verifying attendance
 - Provide all necessary materials while on our campuses including but not limited to: copies for participants, technology, equipment, etc.
 - Prepare reports that reflect daily service outlining actions taken and recommendations to be submitted to the Conservator and the Deputy Superintendent for Curriculum and Instruction within two days of a site visit
 - Meet weekly with the Conservator and the Deputy Superintendent for Curriculum and Instruction to review progress
 - Meet with staff of MDE, Office of School Recovery on a quarterly basis regarding school data and performance.

The content from the consultant:

- Must be focused on student remedial services on content that students need for the appropriate grade level and/or subject area.
- Alignment to the Mississippi Frameworks must be well defined.
- Must be based on a review of evidenced-based scientific research.

E. TIME FRAME

The contract will become effective on the date it is signed by all parties and will end no later than November 30, 2014. A contract will be awarded to the vendor whose proposal is determined to be the most advantageous to the District, taking into consideration the price and the evaluation factors set forth in the RFP.

F. TYPE OF CONTRACT

It is anticipated that this contract will be a fixed price contract per day with payment made upon completion of tasks identified within the proposal.

G. CONTRACTOR REQUIREMENTS

The contractor will be responsible for all tasks required to complete the project as described in the Scope of Work.

H. FORMAT AND PROCEDURE FOR DELIVERY OF PROPOSAL

The proposal will consist of seven parts: Part I – Proposal Transmittal Form; Part II – Vendor Profile; Part III – Proposed Plan; Part IV – Budget; Part V – Standard Terms and Conditions; Part VI – Prospective Contractor’s Representation Regarding Contingent Fees Form and Part VII – Proprietary Information Form.

- **Part I** is the Proposal Transmittal Form, which shall serve as the cover page of the offeror’s proposal. The offeror shall complete the form and attach to the proposal in response to the RFP.
- **Part II** is the Vendor Profile, which shall provide satisfactory evidence of the vendor’s capability to manage and coordinate the types of activities and to provide the services described in this RFP in a timely manner. Special attention should be given to the qualifications listed in the Qualifications section of this RFP. A discussion shall include a description of the vendor’s background and relevant experience as related to the described activities. A description and details of the relevant experience shall be included. A minimum of three (3) references and resumes of all personnel to be assigned to the project shall be provided. Samples of previous work may be included.
- **Part III** is the Proposed Plan Proposal that shall provide a detailed plan describing how the services will be performed to meet the requirements of the RFP. The description shall encompass the requirements of Part I and Part II of this RFP. The proposal must detail the number of staff proposed, include a detailed plan of how each will be included in the process, and provide documentation of each staff member’s expertise in the content area assigned. The proposal shall include a detailed timeline of services that is prepared and organized in a clear and concise manner and is easily understandable. The proposal shall address the tasks to be accomplished, processes to be undertaken to accomplish those tasks and a proposed timeline for completion. Examples of materials that demonstrate the quality of work completed by the vendor on similar projects should be included. Offerors must designate those portions of the proposals which contain trade secrets or other proprietary data which may remain confidential in accordance with Sections 25-61-9 and 79-23-1 of the Mississippi Code.
- **Part IV** is the Budget that shall include the cost proposal and must encompass all requirements of this RFP. In order to be considered, vendors must submit a proposal that includes the budget narrative/cost proposal that addresses all costs for services, expenses, and products specified in the RFP. The budget narrative is a maximum cost. The XXSD will not pay any costs above this amount. A detailed budget narrative shall be included. Indirect costs will not be allowed. The budget narrative should include all costs associated with the project. A unit price shall be given for each service and such unit price shall be the same throughout the proposal. The Budget Summary form

shall be completed and shall accompany the proposal. (Normally, the vendors submit an all-encompassing daily rate for the services to be rendered).

- **Part V** is the Standard Terms and Conditions section where the Vendor shall indicate agreement with the terms and conditions as set forth on page number [29-37] of the RFP. If the Vendor objects to any of the terms and conditions, the Vendor shall so state and shall indicate any revisions desired by the Vendor. Please note that any revisions may be considered adequate cause for rejection of the proposal.
- **Part VI** is the Prospective Contractor's Representation Regarding Contingent Fees Form which must be completed and attached to the proposal in response to the RFP.
- **Part VII** is the Proprietary Information Form which must be completed and attached to the proposal in response to the RFP.

I. ACCEPTANCE OF PROPOSALS

The XXSD reserves the right, in its sole discretion, to waive minor irregularities in proposals. A minor irregularity is a variation of the RFP, which does not affect the price of the proposal, or give one party an advantage or benefit not enjoyed by other parties, or adversely impacts the interest of XXSD. Waivers, when granted, shall in no way modify the RFP requirements or excuse the party from full compliance with the RFP specifications and other contract requirements if the party is awarded the contract.

XXSD reserves the right to award the proposal (or portions) to more than one vendor.

J. REJECTION OF PROPOSALS

Any proposal shall be rejected in whole or in part when it is determined to be in the best interest of the XXSD. Reasons for rejecting a proposal include, but are not limited to:

1. The proposal contains unauthorized amendments to the requirements of the RFP.
2. The proposal is conditional.
3. The proposal is incomplete or contains irregularities, which make the proposal indefinite or ambiguous.
4. The proposal is not signed by an authorized representative of the party.
5. The proposal contains false or misleading statements or references.
6. The offeror is determined to be non-responsive.
7. The proposal price is clearly unreasonable.
8. The products or service item offered in the proposal is unacceptable by reason of its failure to meet the requirements of the specifications or permissible alternates or other acceptable criteria set forth in the RFP.
9. The required number of proposal was not submitted.

EXCEPTIONS:

The XXSD reserves the right to reject any and all proposals, to negotiate with the best proposed offeror to address issues other than those described in the proposal, to award a contract to other than the low offeror, or not to make any award if it is determined to be in the best interest of the XXSD.

K. DISPOSITION OF PROPOSALS

All submitted proposals become the property of XXSD and will not be returned to the offeror.

L. CONDITIONS OF SOLICITATION

The release of the RFP does not constitute an acceptance of any offer, nor does such release in any way obligate the XXSD to execute a contract with any other party.

The offeror shall assure compliance with the following conditions of solicitation:

1. Any proposal submitted in response to the RFP shall be in writing.
2. The XXSD will not be liable for any costs associated with the preparation of proposals or negotiations of contract incurred by any party.
3. The award of a contract for any proposal is contingent upon the following:
 - Favorable evaluation of the proposal,
 - Approval of the proposal by the XXSD
 - Successful negotiation of any changes to the proposal as required by XXSD
4. Likewise, the XXSD also reserves the right to accept any proposal as submitted for contract award, without substantive negotiation of offered terms, services, or prices. Therefore, all parties are advised to propose their most favorable terms initially. Discussions may be conducted with offerors who submit proposals determined to be reasonably susceptible of being selected for the award for the purpose of clarification to assure full understanding of, and responsiveness to, the solicitation requirements, but proposals may be accepted without such discussions.
5. Any proposal received after the time and date set for receipt of proposals is late. Any withdrawal or modification of a proposal received after the time and date set for receipt of proposals at the place designated for receipt is late. No late proposal, late modification, or late withdrawal will be considered.
6. Bidders shall acknowledge receipt of any amendment to the solicitation by signing and returning the amendment with the bid, by identifying the amendment number and date in the space provided for this purpose on the bid form, or by letter. The acknowledgment must be received by the Sample School District by the time and at the place specified for receipt of bids.

7. The bidder certifies that the prices submitted in response to the solicitation have been arrived at independently and without – for the purpose of restricting competition – any consultation, communication, or agreement with any other bidder or competitor relating to those prices, the intention to submit a bid, or the methods or factors used to calculate the bid prices.

8. Minimum Planned Days of Services

The awarded contractor shall provide a minimum of fifteen (15) days of services for each content area and grade outlined in the proposal to the Sample School District that will include days at City High School and City Middle School. The awarded contractor shall provide a minimum of (10) days of services for each content area and grade outlined in the proposal to the Sample School District that will include days at City Elementary School. Thus, the contractor shall provide one consultant per grade in the areas of Language Arts and Mathematics for City Elementary School and City Middle School. This is subject to change if available funding changes.

9. XXSD reserves the right to cancel the contract, at any time, with ten days prior written notice. The contract awarded under this Request for Proposal (RFP) is contingent on the availability of funds to XXSD for this project. In the event funds are not available, any contract resulting from this RFP will become void immediately.

10. XXSD reserves the right to award the entire contract to one vendor or to award the separate contracts based on the rubrics (disciplines) to multiple vendors based on the outcome of the evaluation process.

11. Contract Agreement – The successful contractor(s) may be required to enter into an Agreement with XXSD Conservator for the completion of this project. Where no formal contract is required, the specifications of this proposal and the purchase order issued to the contractor will serve as the contract, with all terms of this proposal presumed to be integrated into the purchase order. Any contract approved must include meeting all requirements submitted as part of the proposal.

12. The XXSD will be responsible for:

- a. Providing a contact person to work with the successful contractor(s) to ensure quality control,
- b. Provide and approve time frames, work plans supported by approved purchase orders, and
- c. Provide available information to assist the contractor(s) in developing the appropriate strategy to help the students of XXSD.

M. QUALIFICATIONS

The offeror shall provide the following minimum information:

- The name of the offeror, the location of the offeror’s principal place of business and, if different, the place of performance of the proposed contract;

- The age of the offeror’s business and average number of employees over the past three years, as specified in the Request for Proposal;
- The abilities, qualifications, and experience of all persons who would be assigned to provide the required services;
- A listing of other contracts under which services similar in scope, size, or discipline to the required services were performed or undertaken within the past three years, as specified in the Request for Proposal; and,
- A plan giving as much detail as is practical explaining how the services will be performed.

Consultant Capabilities/Specifications

At a minimum, consulting firm should have a record of experience in:

- a. Working with other school districts in Mississippi to implement and to provide student remediation.
- b. Carrying out projects on approved schedule, and
- c. Consultants should have documented expertise in the area of their work’s focus.

Minimum Qualification Standards as set by Sample School District

- a. Five years of classroom experience in specified area
- b. Consultant holds B.S. Degree and is highly qualified in content area
- c. Consultant is technological literate
- d. Consultant is able to demonstrate the needed expertise and knowledge in subject areas
- e. Consultant must demonstrate lesson planning skills
- f. Track record of improvement in student achievement (MCT-2, & SATP-2 test scores)
- g. Resume’ included

N. CRITERIA FOR EVALUATION OF PROPOSALS

The XXSD reserves the right to accept, reject, or negotiate any or all offers on the basis of the evaluation criteria contained within this document. The final decision to execute a contract with any party rests solely with the XXSD.

Proposals submitted by the specified time and containing the seven parts described in the Format and Procedure for Delivery of Proposal section shall be evaluated by an Evaluation Committee selected by the XXSD. The specific criteria that will be used in evaluating the merits of the proposals are listed below. The criteria are weighted to yield a total of 100 points and shall include the following:

1. Efficacy of Plan – 20 points
2. Evaluation of Plan – 20 points
3. Demonstration of Need and Research Based – 10 points
4. Budget and Cost Effectiveness – 30 points
5. Qualifications, References, and Experiences of Vendor – 20 points

Awards shall be made to the responsible offeror whose proposal is determined to be the most advantageous to the XXSD, taking into consideration the price and the evaluation factors set

forth. Results of the evaluation and the recommendation of the evaluation team will be forwarded to the Conservator for approval.

Minimum Submission Requirements:

The proposal should include

- A. Company's ability or approach to support the goals and expectations of the XXSD
- B. General implementation plan
- C. Company's capacity to provide consultants required to provide student remediation
- D. Qualifications of company
- E. Key personnel who will be involved in the project with resumes attached
- F. Detailed pricing plan
- G. Plan addresses lead partner's processes for adjusting staff and/or activities that do not meet the needs of XXSD
- H. Minimum attachments should include
 - a. Resumes of all personnel proposed on this contract
 - b. Three letters of reference from previous clients that specifically relate to school improvement

RFP Scoring Rubric

Proposal Number _____ Company Name _____

Evaluation of proposals will be based upon the following criteria. Maximum points for each category are indicated.

Area: English II	Maximum Points	Reviewer's Points
Efficacy of Plan	20	
<ul style="list-style-type: none"> • Project supports improved student achievement with intense student remediation services that is evidence-based and sustained within the classroom with students and teachers • Plan includes a detailed timeline of services • Project provides evidence of consultant's clear knowledge of 2006 Mississippi Language Arts Framework, Revised • Plan provides evidence of consultant skills and knowledge regarding Competencies: Vocabularies, Reading Comprehension, Writing, and Grammar • Plan shows documented evidence where a high percentage passing rate in English II is accomplished from previous services by vendor. • Plan includes a detailed timeline of services 		
Evaluation of Plan	20	
<ul style="list-style-type: none"> • Project includes measurable objectives and targets that describe progress toward meeting the goals and objectives established • Project includes measurable objectives for improved student academic achievement as measured by SATP-2 		
Demonstration of Need and Research-Based	10	
<ul style="list-style-type: none"> • Project provides evidence-based student remedial activities • Project addresses the results of a comprehensive assessment of Student performance and remediation needs 		
Qualifications , References, and Experiences	20	
<ul style="list-style-type: none"> • Plan includes full list of references with complete contact information and includes a minimum of three letters of reference from previous clients that specifically relate to the school improvement services of your organization • Plan provides specific evidence of vendor's experience in turning around low-performing academic situations. • Plan details number of staff required, includes detailed plan of who will be included in the process, and provides documentation of each staff member's expertise in the subject area assigned • Plan must give name and resume' of individual to be assigned to Sample School District • Plan addresses vendor's processes for adjusting vendor staff and/or activities that do not meet the needs of XXSD. • Consultant must meet standards set forth by Sample School District 		

Budget and Cost Effectiveness	30	
<ul style="list-style-type: none"> • Budget relates to the scope and requirements of the project • Budget includes all presentation materials to be supplied by vendor • Cost effectiveness ration determined by the relationship between the number of teachers served, the actual amount of teacher faculty instructional contact time, and the total cost of the program • A daily cost is set based on a full day supplied by vendor 		
Total	100	_____

O. STANDARD TERMS AND CONDITIONS

Certain terms and conditions are required for contracting. Therefore, the offeror shall assure agreement and compliance with the following standard terms and conditions.

1. ACCESS TO RECORDS

The Contractor agrees that the XXSD, Mississippi Department of Education, United States Department of Education, the Comptroller General of the United States, or any of its duly authorized representatives at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of Contractor related to this specific contract for the purpose of making audit, examination, excerpts, or transcriptions. Such records shall be kept by Contractor for a period of three (3) years after final payments and all other pending matters are closed under this agreement. Contractor agrees to refund to the XXSD any overpayment disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of 3-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

2. APPLICABLE LAW

The contract shall be governed by and construed in accordance with the laws of the State of Mississippi, excluding its conflicts of law provisions, and any litigation with respect thereto shall be brought in the courts of the State. The Contractor shall comply with applicable federal, state, and local laws and regulations. In compliance with State law, the Contractor, if employed by a public entity, must make arrangements with his/her employer to take the appropriate leave (professional, etc.) during the period of service covered by the Contractor.

3. ASSIGNMENT

Contractor shall not assign or subcontract in whole or in part, its right or obligations under this agreement without prior written consent of the XXSD. Any attempted assignment without said consent shall be void and of no effect.

4. AUTHORITY TO CONTRACT

Contractor warrants (a) that it is a validly organized business with valid authority to enter into this agreement; (b) that it is qualified to do business and in good standing in the State of Mississippi; (c) that entry into and performance under this agreement is not restricted or prohibited by any loan, security, financing, contractual, or other agreement of any kind; and (d) notwithstanding any other provision of this agreement to the contrary, that there are no existing legal proceedings or prospective legal proceedings, either voluntary or otherwise, which may adversely affect its ability to perform its obligations under this agreement.

5. COMPLIANCE WITH LAWS

The Contractor understands that the XXSD is an Equal Opportunity Employer and therefore maintains a policy which prohibits unlawful discrimination based on race, color, creed, sex, age, national origin, physical

handicap, disability, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful and the Contractor agrees during the term of the agreement that the Contractor will strictly adhere to this policy in its employment practices and provision of services. The Contractor shall comply with Executive Order 11246 of September 24, 1965, entitled "Equal Employment Opportunity," as amended by Executive Order 11375 of October 13, 1967, and as supplemented by the Department of Labor. All activities under this agreement shall be subject to, all applicable federal, State of Mississippi, and local laws and regulations, as now existing and as may be amended or modified.

6. INDEPENDENT CONTRACTOR

The Contractor shall perform all services as an independent contractor and shall at no time act as an agent for the XXSD. No act performed or representation made, whether oral or written, by contractor with respect to third parties shall be binding on the XXSD.

7. COPYRIGHTS AND PATENTS

Contractor (i) agrees that the XXSD shall determine the disposition of the title to and the rights under any copyright or patent by Contractor or employees on copyrightable material first produced, composed, discovered or invented in the course of or under this agreement, and (ii) hereby grants to the XXSD a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, and to authorize others to do so, all copyrighted or (copyrightable) work not first produced or composed by Contractor in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Contractor now has, or prior to the completion of full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to others solely because of such grant.

Contractor further agrees that all material produced and/or delivered under this contract will not, to the best of the Contractor's knowledge, infringe upon the copyright, patent, or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Contractor's opinion be likely to become, the subject of any infringement claim or suit, the Contractor shall procure the rights to such material or replace or modify the material to make it non-infringing.

8. DISCLOSURE OF CONFIDENTIAL INFORMATION

In the event that either party to this agreement receives notice that a third party requests divulgence of confidential or otherwise protected information and/or has served upon it a subpoena or other validly issued administrative or judicial process ordering divulgence of confidential or otherwise protected information that party shall promptly inform the other party and thereafter respond in conformity with such subpoena to the extent mandated by law. This section shall survive the termination or completion of this agreement. The parties agree that this section is subject to and superseded by Mississippi Code Ann. Section 25-61-1, *et seq.*

9. EXCEPTIONS TO CONFIDENTIAL INFORMATION

Contractor and the XXSD shall not be obligated to treat as confidential and proprietary any information disclosed by the other party ("the Disclosing Party") which (a) is rightfully known to the recipient prior to negotiations leading to this agreement, other than information obtained in confidence under prior engagements; (b) is generally known or easily ascertainable by non-parties of ordinary skill in the business of the customer; (c) is released by the Disclosing Party to any other person, firm, or entity (including governmental agencies or bureaus) without restriction; (d) is independently developed by the recipient without any reliance on confidential information; (e) is or later becomes part of the public domain or may be lawfully obtained by the XXSD or the Contractor from any non-party; or (f) is disclosed with the Disclosing Party's prior written consent.

10. MODIFICATION OR RENEGOTIATION

This agreement may be modified, altered or changed only by written agreement signed by the parties hereto. The parties agree to renegotiate the agreement if federal and/or State revisions of any applicable laws or regulations make changes in this agreement necessary.

11. REPRESENTATION REGARDING CONTINGENT FEES

The Contractor represents that it has not retained a person to solicit or secure a State contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee, except as disclosed in the Contractor's bid or proposal.

12. REPRESENTATION REGARDING GRATUITIES

The bidder, offeror, or Contractor represents that it has not violated, is not violating, and promises that it will not violate the prohibition against gratuities.

13. AVAILABILITY OF FUNDS

It is expressly understood and agreed that the obligation of the XXSD to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to the XXSD, the XXSD shall have the right upon ten (10) working days written notice to the Contractor, to terminate this agreement without damage, penalty, cost or expenses to the district of any kind whatsoever. The effective date of termination shall be as specified in the notice of termination.

14. STOP WORK ORDER

- (1) *Order to stop work.* The Purchasing Agent of XXSD may by written order to the Contractor at any time, and without notice to any surety, require the Contractor to stop all or any part of the work called for by this contract. This order shall be for a specified period not exceeding 90 days after the order is delivered to the Contractor, unless the parties agree to any further period. Any such order shall be identified specifically as a stop work order issued pursuant to this clause. Upon receipt of such an order, the Contractor shall forthwith comply with its terms and take all

reasonable steps to minimize the occurrence of costs allocable to work covered by the order during the period of work stoppage. Before the stop work order expires, or within any further period to which the parties shall have agreed, the Business Office of XXSD shall either:

- (a) cancel the stop work order; or
 - (b) terminate the work covered by such order as provided in the Termination for Default Clause or the Termination for Convenience Clause of this contract.
- (2) *Cancellation or Expiration of the Order.* If a stop work order issued under this clause is cancelled at any time during the period specified in the order, or if the period of the order or any extension thereof expires, the Contractor shall have the right to resume work. An appropriate adjustment shall be made in the delivery schedule or Contractor price, or both, and the contract shall be modified in writing accordingly, if:
- (a) the stop work order results in an increase in the time required for, or in the Contractor's cost properly allocable to, the performance of any part of this contract; and
 - (b) the Contractor asserts a claim for such an adjustment within 30 days after the end of the period of work stoppage; provided that, if the Procurement Officer of XXSD decides that the facts justify such action, any such claim asserted may be received and acted upon at any time prior to final payment under this contract.
- (3) *Termination of Stopped Work.* If a stop work order is not cancelled and the work covered by such order is terminated for default or convenience, the reasonable costs resulting from the stop work order shall be allowed by adjustment or otherwise.
- (4) *Adjustment of Price.* Any adjustment in contract price made pursuant to this clause shall be determined in accordance with the Price Adjustment Clause of this contract.

15. TERMINATION FOR DEFAULT

- (1) *Default.* If the Contractor refuses or fails to perform any of the provisions of this contract with such diligence as will ensure its completion within the time specified in this contract, or any extension thereof otherwise fails to timely satisfy the contract provisions, or commits any other substantial breach of this contract, the Purchasing Agent of XXSD may notify the Contractor in writing of the delay or nonperformance and if not cured in ten days or any longer time specified in writing by the Purchasing Agent of XXSD, such officer may terminate the Contractor's right to proceed with the contract or such part of the contract as to which there has been delay or a failure to properly perform. In the event of termination in whole or in part, the Purchasing Agent of XXSD may procure similar supplies or services in a manner and upon terms deemed appropriate by the Purchasing Agent of XXSD. The Contractor shall continue performance of the contract to the extent it is not terminated and shall be liable for excess costs incurred in procuring similar goods or services.
- (2) *Contractor's Duties.* Notwithstanding termination of the contract and subject to any directions from the Purchasing Agent of XXSD, the Contractor shall take timely, reasonable, and necessary action to protect and preserve property in the possession of the Contractor in which the XXSD has an interest.

(3) *Compensation.* Payment for completed services delivered and accepted by the XXSD shall be at the contract price. The XXSD may withhold from amounts due the Contractor such sums as the Purchasing Agent of XXSD deems to be necessary to protect the XXSD against loss because of outstanding liens or claims of former lien holders and to reimburse the XXSD for the excess costs incurred in procuring similar goods and services.

(4) *Excuse for Nonperformance or Delayed Performance.* Except with respect to defaults of Subcontractors, the Contractor shall not be in default by reason of any failure in performance of this contract in accordance with its terms (including any failure by the Contractor to make progress in the prosecution of the work hereunder which endangers such performance) if the Contractor has notified the Purchasing Agent of XXSD within 15 days after the cause of the delay and the failure arises out of causes such as: acts of God; acts of the public enemy; acts of the State and any other governmental entity in its sovereign or contractual capacity; fires; floods; epidemics; quarantine restrictions; strikes or other labor disputes; freight embargoes; or unusually severe weather. If the failure to perform is caused by the failure of a Subcontractor to perform or to make progress, and if such failure arises out of causes similar to those set forth above, the Contractor shall not be deemed to be in default, unless the services to be furnished by the Subcontractor were reasonably obtainable from other sources in sufficient time to permit the Contractor to meet the contract requirements.

Upon request of the Contractor, the Purchasing Agent of XXSD shall ascertain the facts and extent of such failure, and, if such officer determines that any failure to perform was occasioned by any one or more of the excusable causes, and that, but for the excusable cause, the Contractor's progress and performance would have met the terms of the contract, the delivery schedule shall be revised accordingly, subject to the rights of the XXSD under the clause entitled "Termination for Convenience." (As used in this Paragraph of this clause, the term "Subcontractor" means Subcontractor at any tier).

(5) *Erroneous Termination for Default.* If, after notice of termination of the Contractor's right to proceed under the provisions of this clause, it is determined for any reason that the contract was not in default under the provisions of this clause, or that the delay was excusable under the provisions of Paragraph (4) (Excuse for Nonperformance or Delayed Performance) of this clause, the rights and obligations of the parties shall, if the contract contains a clause providing for termination for convenience of the XXSD, be the same as if the notice of termination had been issued pursuant to such clause.

(6) *Additional Rights and Remedies.* The rights and remedies provided in this clause are in addition to any other rights and remedies provided by law or under this contract.

16. TERMINATION FOR CONVENIENCE

(1) *Termination.* The Purchasing Agent of XXSD may, when the interests of the XXSD so require, terminate this contract in whole or in part, for the convenience of the XXSD. The Purchasing

Agent of XXSD shall give written notice of the termination to the Contractor specifying the part of the contract terminated and when termination becomes effective.

- (2) *Contractor's Obligations.* The Contractor shall incur no further obligations in connection with the terminated work and on the date set in the notice of termination the Contractor will stop work to the extent specified. The Contractor shall also terminate outstanding orders and subcontracts as they relate to the terminated work. The Contractor shall settle the liabilities and claims arising out of the termination of subcontractors and orders connected with the terminated work. The Purchasing Agent of XXSD may direct the Contractor to assign the Contractor's right, title, and interest under terminated orders or subcontracts to the State. The Contractor must still complete the work not terminated by the notice of termination and may incur obligations as are necessary to do so.

17. E-VERIFICATION

The Contractor represents and warrants that it will ensure its compliance with the Mississippi Employment Protection Act, Mississippi Code Annotated §§ 71-11-1 and 71-11-3, and will register and participate in the status verification system for all newly hired employees. The term "employee" as used herein means any person that is hired to perform work within the State of Mississippi. As used herein, "status verification system" means the Illegal Immigration Reform and Immigration Responsibility Act of 1996 that is operated by the United States Department of Homeland Security, also known as the E-Verify Program, or any other successor electronic verification system replacing the E-Verify Program. The Contractor agrees to maintain records of such compliance and, upon request of the State, to provide a copy of each such verification to the State. The Contractor further represents and warrants that any person assigned to perform services hereafter meets the employment eligibility requirements of all immigration laws of these warranties, the breach of which may subject the Contractor to the following:

- a. termination of this Agreement and ineligibility for any state or public contract in Mississippi for up to three (3) years with notice of such cancellation/termination being made public;
- b. the loss of any license, permit, certification or other document granted to the Contractor by an agency, department or governmental entity for the right to do business in Mississippi for up to one (1) year; or,
- c. both.

In the event of such termination/cancellation, the Contractor shall also be liable for any additional costs incurred by the XXSD due to contract cancellation or loss of license or permit.

18. EQUAL OPPORTUNITY EMPLOYER

The Contractor shall be an equal opportunity employer and shall perform to all affirmative action and other applicable requirements; accordingly, contractor shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the ground of race, color, religion, national origin, disability, or sex in any manner prohibited by law.

19. BOARD APPROVAL

It is understood that this contract is void and no payment shall be made in the event that the Conservator does not approve this contract.

20. PERSONNEL

Contractor agrees that, at all times, the employees of contractor furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, and dignified manner.

21. CONFIDENTIALITY

The Contractor shall agree to assure the confidentiality of any records obtained from the XXSD as required by state and federal privacy laws. No information, documents or other material provided to or prepared by the contractor deemed confidential by XXSD pursuant to state and federal privacy laws, shall be made available to any person or organization without the prior approval of the XXSD. Any liability resulting from the wrongful disclosure of confidential information on the part of the Contractor shall rest with the Contractor. This includes all student-related data and contractor is required to comply with all Family Educational Rights and Privacy Act (FERPA) provisions.

22. INDEMNIFICATION

To the fullest extent allowed by law, the Contractor shall indemnify, defend, save and hold harmless, protect and exonerate the members of the Mississippi Board of Education, the XXSD, and its commission members, officers, employees, agents and representatives, and the State of Mississippi from and against all claims, demands, liabilities, suits, actions, damages, losses, and costs of every kind and nature whatsoever, including, without limitation, court costs, investigative fees and expenses, and attorneys' fees, arising out of or caused by the Contractor and/or its partners, principals, agents, employees and/or Subcontractors in the performance of or failure to perform this agreement. In the State's sole discretion, the Contractor may be allowed to control the defense of any such claim, suit, etc. In the event the Contractor defends said claim, suit, etc., the Contractor shall use legal counsel acceptable to the State; the Contractor shall be solely responsible for all costs and/or expenses associated with such defense, and the State shall be entitled to participate in said defense. The Contractor shall not settle any claim, suit, etc. without the XXSD's concurrence, which the XXSD shall not unreasonably withhold.

23. DEBARMENT AND SUSPENSION

The Contractor certifies that neither it nor its principals: (a) are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency; (b) have, within a three (3) year period preceding this agreement, been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property; (c) are presently indicted of or otherwise criminally or civilly charged by a governmental entity with the commission of fraud of a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract

under a public transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property, and (d) have, within a three (3) year period preceding this agreement, had one or more public transaction (federal, state or local) terminated for cause or default. See Excluded Parties List System at www.epls.gov.

P. BILLING

All services will be provided once a signed purchase order is secured which indicates the dates of the service and the consultant performing the service is identified. The consultant and a school administrator must sign a verification form that indicates that the service is rendered for each date of service. One copy of this form must be provided to the Sample School District Business Office by the vendor within three days of the service being provided with the contractor retaining the second copy. No partial days will be allowed. In order to qualify for a day of work, the contractor must be on-site providing services for at least 7 hours. All travel costs and time will be absorbed as part of the contractor's daily fee.

Invoices are to be furnished for each project. The cut off on the invoice must be made to include the week ending closest to the end of the month. All invoices must indicate the total price of the items, resulting in the net price to be paid by the district. The district will pay all invoices within 45 days of the invoice being verified for completion. This completion will include the daily reports required and the verification form being matched to the invoice.

The successful firm shall report and in writing cancel within 30 days' notice if services provided in this proposal cannot be delivered.

Q. ROYALTIES AND PATENTS

The firm shall pay all royalties and license fees. The firm shall defend all suits or claims for infringement of any patent rights and shall hold the Sample School District harmless from such loss on account thereof.

R. INSURANCE REQUIREMENTS

The following insurance requirements must be met or the proposal will be considered incomplete and therefore rejected.

- (a) Commercial General Liability – Combined Single Limit in an amount of \$1,000,000.00 per occurrence with \$2,000,000.00 aggregate;
- (b) Commercial Auto Liability – Combined Single Limit in an amount of \$1,000,000.00;
- (c) Workers' Compensation and Employer's Liability Insurance:
Workers' Compensation Limits: Statutory-State of Mississippi.
Policies shall include a waiver of subrogation in favor of Sample School District.
- (d) Employers' Liability: \$100,000.00 Each Accident; \$500,000.00 Disease Policy Limit; \$1,000,000.00 Disease Each Employee; and
- (e) Proof of coverage must be placed on file with the school district by the Contractor and kept current throughout the term of this Contract.

Current insurance certificates shall be attached to the proposal.

(If the firm does not have the above insurances, a detailed explanation must be attached to the proposal of how any workers' compensation claims or liability issues will be addressed.)

S. DAMAGE CAUSED BY SUCCESSFUL BIDDER

The Sample School District will hold the successful firm responsible for damage caused to the buildings, fences, and other structures or assets of the Sample School District under all conditions.

As a bidding vendor, we understand that all of these provisions must be strictly complied with in order to fulfill the contract.

FIRM _____

BY _____

TITLE _____

PROSPECTIVE CONTRACTOR'S REPRESENTATION REGARDING CONTINGENT FEES

The prospective contractor represents as a part of such contractor's bid or proposal that such contractor has () or has not () retained any person or agency on a percentage, commission, or other contingent arrangement to secure this contract.

Offeror Signature

Date

Title of Request for Proposal

*Please check appropriate response

PROPRIETARY INFORMATION

The enclosed proposal does () or does not () contain trade secrets or other proprietary data which the offeror wishes to remain confidential in accordance with Section 25-61-9 and 79-23-1 of the Mississippi Code.

If the enclosed proposal does include pages that the offeror wishes to designate as proprietary, please list page numbers below.

Offeror Signature

Date

Title of Request for Proposal

*Please check appropriate response

BUDGET GUIDANCE

General Guidance

An LEA's proposed budget should cover a period of up-to-five years and should take into account the following:

1. The number of Priority and Focus schools that the LEA commits to serve and the intervention model selected for each school.
2. The budget request for each school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of up-to-five years.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in Priority and Focus schools.
5. The minimum amount of funding that may be awarded for each of the five years of the School Improvement Grant is \$50,000.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).
7. Pre-Implementation or Planning expenditures may include
 - a. Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
 - b. Rigorous Review of External Providers: Conduct the required rigorous review process to recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.
 - c. Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.

- d. Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- e. Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

OTHER FEDERAL ASSURANCES AND CERTIFICATIONS

- The District will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all sub-awards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The district will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable:
 - 34 CFR Part 74 --Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations
 - 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600
 - 34 CFR Part 77 -- Definitions that Apply to Department Regulations
 - 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions
 - 34 CFR Part 81 -- General Education Provisions Act—Enforcement
 - 34 CFR Part 82 -- New Restrictions on Lobbying
 - 34 CFR Part 85 -- Government-wide Debarment and Suspension (Nonprocurement)

Forrest County School District

**Audited Financial Statements
For the Year Ended June 30, 2016**

Fortenberry & Ballard, PC
Certified Public Accountants

**Forrest County School District
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FINANCIAL AUDIT REPORT

FORTENBERRY & BALLARD, PC
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON THE BASIC FINANCIAL
STATEMENTS AND SUPPLEMENTARY INFORMATION

Superintendent and School Board
Forrest County School District

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Forrest County School District as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the Forrest County School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

1929 SPILLWAY ROAD, SUITE B
BRANDON, MISSISSIPPI 39047
TELEPHONE 601-992-5292 FAX 601-992-2033

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Forrest County School District, as of June 30, 2016, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, the Schedule of the District's Proportionate Share of the Net Pension Liability, and the Schedule of District Contributions on pages 8 to 15 and 50 to 55, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Forrest County School District's basic financial statements. The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, the Schedule of Instructional, Administrative and Other Expenditures for Governmental Funds, and the other information section, which includes the Statement of Revenues, Expenditures and Changes in Fund Balances - General Fund, Last Four Years and the Statement of Revenues, Expenditures and Changes in Fund Balances - All Governmental Funds, Last Four Years are presented for purposes of additional analysis and are not a required part of the basic financial statements.

The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and the Schedule of Instructional, Administrative and Other Expenditures for Governmental Funds are the responsibility of management and were

derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information mentioned above is fairly stated in all material respects in relation to the basic financial statements as a whole.

The other information section, which includes the Statement of Revenues, Expenditures and Changes in Fund Balances - General Fund, Last Four Years and the Statement of Revenues, Expenditures and Changes in Fund Balances - All Governmental Funds, Last Four Years has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 28, 2016, on our consideration of the Forrest County School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Forrest County School District's internal control over financial reporting and compliance.

Fortenberry & Ballard, PC

Fortenberry & Ballard, PC
December 28, 2016

Certified Public Accountants

MANAGEMENT'S DISCUSSION AND ANALYSIS

FORREST COUNTY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2016

The following discussion and analysis of Forrest County School District's financial performance provides an overview of the School District's financial activities for the year ended June 30, 2016. The intent of this discussion and analysis is to look at the School District's performance as a whole. Readers are encouraged to review the financial statements and the notes to the financial statements to enhance their understanding of the School District's financial performance.

FINANCIAL HIGHLIGHTS

- Total net position for 2016 decreased \$224,343, including a prior period adjustment of \$15,750, which represents a 13% decrease from fiscal year 2015. Total net position for 2015 decreased \$25,213,687, including a prior period adjustment of (\$25,933,394) resulting from the effect of the net pension liability, which represents a 107% decrease from fiscal year 2014.
- General revenues amounted to \$19,627,349 and \$19,272,249, or 81% and 82% of all revenues for fiscal years 2016 and 2015, respectively. Program specific revenues in the form of charges for services and grants and contributions accounted for \$4,531,060, or 19% of total revenues for 2016, and \$4,326,739, or 18% of total revenues for 2015.
- The District had \$24,398,502 and \$22,879,281 in expenses for fiscal years 2016 and 2015; only \$4,531,060 for 2016 and \$4,326,739 for 2015 of these expenses was offset by program specific charges for services, grants and contributions. General revenues of \$19,627,349 for 2016 were not adequate to provide for these programs. General revenues of \$19,272,249 for 2015 were adequate to provide for these programs.
- Among major funds, the General Fund had \$19,157,031 in revenues and \$18,127,973 in expenditures for 2016, and \$18,730,168 in revenues and \$18,533,955 in expenditures in 2015. The General Fund's fund balance increased by \$1,071,244 from 2015 to 2016, and increased by \$224,790, including a fund reclassification of \$58,198, from 2014 to 2015.
- Capital assets, net of accumulated depreciation, decreased by \$455,545 for 2016 and decreased by \$578,634 for 2015. The decrease for 2016 was due to the disposal of mobile equipment, furniture and equipment, and leased property under capital leases coupled with the increase in accumulated depreciation.
- Total long-term debt decreased by \$575,509 for 2016 and decreased by \$547,025 for 2015. The decrease for 2016 was due primarily to principal payments on outstanding long-term debt. The liability for compensated absences decreased by \$7,026 for 2016 and increased by \$10,053 for 2015.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis serves as an introduction to the District's basic financial statements, which include government-wide financial statements, fund financial statements, and notes to the financial statements. This report also contains required supplementary information, supplementary information, and other information.

Government-wide Financial Statements

The government-wide financial statements are designed to provide the reader with a broad overview of the District's finances. These statements consist of the Statement of Net Position and the Statement of Activities, which are prepared using the flow of economic resources measurement focus and the accrual basis of accounting. The current year's revenues and expenses are taken into account regardless of when cash is received or paid.

FORREST COUNTY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2016

The Statement of Net Position presents information on all the District's nonfiduciary assets, deferred outflows, liabilities, and deferred inflows, with the differences between them reported as "net position." Over time, increases or decreases in the District's net position may serve as a useful indicator of whether its financial position is improving or deteriorating.

The Statement of Activities presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements outline functions of the District that are principally supported by property taxes and intergovernmental revenues (governmental activities). The governmental activities of the District include instruction, support services, non-instructional, sixteenth section, pension expense, and interest on long-term liabilities.

Fund Financial Statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be divided into two categories: governmental funds and fiduciary funds.

Governmental funds – Most of the District's general activities are reported in its governmental funds. Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, governmental funds are accounted for using the modified accrual basis of accounting and the flow of current financial resources measurement focus. The approach focuses on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at year end. The governmental fund statements provide a detailed view of the District's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, the reader may gain a better understanding of the long-term impact of the District's near-term financing decisions. The governmental funds Balance Sheet is reconciled to the Statement of Net Position, and the governmental funds Statement of Revenues, Expenditures, and Changes in Fund Balances is reconciled to the Statement of Activities to facilitate this comparison between governmental funds and governmental activities.

The District maintains individual governmental funds in accordance with the *Financial Accounting Manual for Mississippi Public School Districts*. Information is presented separately in the governmental funds Balance Sheet and in the governmental funds Statement of Revenues, Expenditures, and Changes in Fund Balances for all major funds. All non-major funds are combined and presented in these reports as other governmental funds.

Fiduciary funds – Fiduciary funds are used to account for resources held for the benefit of parties outside the District. Fiduciary funds are not reflected in the government-wide financial statements because resources of those funds are not available to support the District's own programs. These funds are reported using the accrual basis of accounting. The school district is responsible for ensuring that the assets reported in these funds are used for their intended purpose.

FORREST COUNTY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2016

Reconciliation of Government-wide and Fund Financial Statements

The financial statements include two schedules that reconcile the amounts reported on the governmental funds financial statements (modified accrual basis of accounting) with government-wide financial statements (accrual basis of accounting). The following summarizes the major differences between the two statements:

Capital assets used in governmental activities are not reported on governmental funds financial statements.

Capital outlay spending results in capital assets on government-wide financial statements, but is reported as expenditures on the governmental funds financial statements.

Bond and note proceeds result in liabilities on government-wide financial statements, but are recorded as other financing sources on the governmental funds financial statements.

Certain other outflows represent either increases or decreases in liabilities on the government-wide financial statements, but are reported as expenditures on the governmental funds financial statements.

Notes to the financial statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found immediately following the basic financial statements.

Required Supplementary Information

In addition to the basic financial statements and accompanying notes, this report also presents budgetary comparison schedules, Schedule of the District's Proportionate Share of the Net Pension Liability, and Schedule of District Contributions as required supplementary information. The District adopts an annual operating budget for all governmental funds. A budgetary comparison schedule has been provided for the General Fund and each additional major special revenue fund as required by the Governmental Accounting Standards Board.

Supplementary Information

Additionally, a Schedule of Expenditures of Federal Awards as required by Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and a Schedule of Instructional, Administrative and Other Expenditures for governmental funds can be found in this report.

Other Information

Although not a required part of the basic financial statements, the Statement of Revenues, Expenditures and Changes in Fund Balances—General Fund, Last Four Years and the Statement of Revenues, Expenditures and Changes in Fund Balances—All Governmental Funds, Last Four Years, is presented for purposes of additional analysis as required by the Mississippi Department of Education.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

Net position

Net position may serve over time as a useful indicator of the District's financial position. Liabilities and deferred inflows of resources exceeded assets and deferred outflows of resources by \$1,903,306 as of

FORREST COUNTY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2016

June 30, 2016.

The District's financial position is a product of several financial transactions including the net result of activities, the acquisition and payment of debt, the acquisition and disposal of capital assets and the depreciation of capital assets.

Table 1 presents a summary of the District's net position at June 30, 2016 and June 30, 2015.

Table 1
Condensed Statement of Net Position

	June 30, 2016	June 30, 2015	Percentage Change
Current assets	\$ 10,517,525	\$ 9,727,365	8.12 %
Restricted assets	970,673	797,236	21.75 %
Capital assets, net	18,541,105	18,996,650	(2.40) %
Total assets	30,029,303	29,521,251	1.72 %
Deferred outflows of resources	6,568,944	2,803,757	134.29 %
Current liabilities	266,006	401,793	(33.80) %
Long-term debt outstanding	4,656,481	5,226,717	(10.91) %
Net pension liability	32,804,100	24,782,985	32.37 %
Total liabilities	37,726,587	30,411,495	24.05 %
Deferred inflows of resources	774,966	3,592,476	(78.43) %
Net position:			
Net investment in capital assets	14,042,196	14,006,432	0.26 %
Restricted	3,365,978	3,721,438	(9.55) %
Unrestricted	(19,311,480)	(19,406,833)	(0.49) %
Total net position	\$ (1,903,306)	\$ (1,678,963)	13.36 %

Additional information on unrestricted net position:

In connection with the application of standards on accounting and financial reporting for pensions, management presents the following additional information:

Total unrestricted net position (deficit)	\$ (19,311,480)
Less unrestricted deficit in net position resulting from recognition of the net pension liability, including the deferred outflows and deferred inflows related to pensions	27,051,486
Unrestricted net position, exclusive of the net pension liability effect	<u>\$ 7,740,006</u>

The following are significant current year transactions that have had an impact on the Statement of Net Position.

- Decrease in net capital assets in the amount of \$455,545.
- The principal retirement of \$568,483 of long-term debt.
- Recognition of the net pension liability in the amount of \$32,804,100.

FORREST COUNTY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2016

Changes in net position

The District's total revenues for the fiscal years ended June 30, 2016 and June 30, 2015 were \$24,158,409 and \$23,598,988, respectively. The total cost of all programs and services was \$24,398,502 for 2016 and \$22,879,281 for 2015.

Table 2 presents a summary of the changes in net position for the fiscal years ended June 30, 2016 and June 30, 2015.

**Table 2
Changes in Net Position**

	Year Ended June 30, 2016	Year Ended June 30, 2015	Percentage Change
Revenues:			
Program revenues:			
Charges for services	\$ 548,643	\$ 589,049	(6.86) %
Operating grants and contributions	3,982,417	3,737,690	6.55 %
General revenues:			
Property taxes	7,150,443	7,319,282	(2.31) %
Grants and contributions not restricted	11,935,839	11,438,363	4.35 %
Investment earnings	36,994	39,585	(6.55) %
Sixteenth section sources	251,304	237,934	5.62 %
Other	252,769	237,085	6.62 %
Total revenues	24,158,409	23,598,988	2.37 %
Expenses:			
Instruction	11,393,660	11,446,203	(0.46) %
Support services	7,800,288	7,943,191	(1.80) %
Non-instructional	1,499,810	1,442,602	3.97 %
Sixteenth section	70,297	124,143	(43.37) %
Pension expense	3,505,573	1,778,192	97.14 %
Interest on long-term liabilities	128,874	144,950	(11.09) %
Total expenses	24,398,502	22,879,281	6.64 %
Increase (Decrease) in net position	(240,093)	719,707	(133.36) %
Net Position, July 1, as previously reported	(1,678,963)	23,534,724	(107.13) %
Prior Period Adjustment	15,750	(25,933,394)	100.06 %
Net Position, July 1, as restated	(1,663,213)	(2,398,670)	30.66 %
Net Position, June 30	\$ (1,903,306)	\$ (1,678,963)	(13.36) %

Governmental activities

The following table presents the cost of six major District functional activities: instruction, support services, non-instructional, sixteenth section, pension expense, and interest on long-term liabilities. The table also shows each functional activity's net cost (total cost less charges for services generated by the activities and intergovernmental aid provided for specific programs). The net cost presents the financial burden that was placed on the State and District's taxpayers by each of these functions.

FORREST COUNTY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2016

Table 3
Net Cost of Governmental Activities

	<u>Total Expenses</u>		<u>Percentage Change</u>
	<u>2016</u>	<u>2015</u>	
Instruction	\$ 11,393,660	\$ 11,446,203	(0.46) %
Support services	7,800,288	7,943,191	(1.80) %
Non-instructional	1,499,810	1,442,602	3.97 %
Sixteenth section	70,297	124,143	(43.37) %
Pension Expense	3,505,573	1,778,192	97.14 %
Interest on long-term liabilities	128,874	144,950	(11.09) %
Total expenses	<u>\$ 24,398,502</u>	<u>\$ 22,879,281</u>	6.64 %

	<u>Net (Expense) Revenue</u>		<u>Percentage Change</u>
	<u>2016</u>	<u>2015</u>	
Instruction	\$ (9,463,341)	\$ (9,599,941)	1.42 %
Support services	(6,732,670)	(6,970,117)	3.41 %
Non-instructional	29,277	55,088	(46.85) %
Sixteenth section	(66,261)	(114,430)	42.09 %
Pension Expense	(3,505,573)	(1,778,192)	(97.14) %
Interest on long-term liabilities	(128,874)	(144,950)	11.09 %
Total net (expense) revenue	<u>\$ (19,867,442)</u>	<u>\$ (18,552,542)</u>	(7.09) %

- Net cost of governmental activities (\$19,867,442 for 2016 and \$18,552,542 for 2015) was financed by general revenue, which is primarily made up of property taxes (\$7,150,443 for 2016 and \$7,319,282 for 2015) and state and federal revenues (\$11,935,839 for 2016 and \$11,438,363 for 2015). In addition, there was \$251,304 and \$237,934 in Sixteenth Section sources for 2016 and 2015, respectively.
- Investment earnings amounted to \$36,994 for 2016 and \$39,585 for 2015.

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds. The focus of the District's governmental funds is to provide information on current inflows, outflows and balances of spendable resources. Such information is useful in assessing the District's financing requirements. In particular, unassigned fund balance may serve as a useful measure of the District's net resources available for spending at the end of the fiscal year.

The financial performance of the District as a whole is reflected in its governmental funds. As the District completed the year, its governmental funds reported a combined fund balance of \$11,250,034, an increase of \$1,085,747, which includes an increase in inventory of \$343. \$6,877,920, or 61% of the fund balance is unassigned, which represents the residual classification for the General Fund's fund balance that has not been assigned to other funds and that has not been restricted or assigned to specific purposes within the general fund. The remaining fund balance of \$4,372,114, or 39% is either nonspendable, restricted or assigned to indicate that it is not available for spending except only for the purposes to which it is restricted or assigned.

FORREST COUNTY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2016

The General Fund is the principal operating fund of the District. The increase in fund balance in the General Fund for the fiscal year was \$1,071,244. The fund balance of Other Governmental Funds showed an increase in the amount of \$139,309. The increase (decrease) in the fund balances for the other major funds were as follows:

<u>Major Fund</u>	<u>Increase (Decrease)</u>
School Food Service Fund	\$ (124,806)
Title I-A Basic Fund	no increase or decrease

BUDGETARY HIGHLIGHTS

During the year, the District revised the annual operating budget. Budget revisions were made to address and correct the original budgets to reflect more accurately the sources and uses of funding for the School District. Budget revisions during the fiscal year were routine in nature and were insignificant when compared with total revenues and expenditures of the District.

A schedule showing the original and final budget amounts compared to the District's actual financial activity for the General Fund and major special revenue funds is provided in this report as required supplementary information.

CAPITAL ASSETS AND DEBT ADMINISTRATION

Capital Assets. As of June 30, 2016, the District's total capital assets were \$33,217,922, including land, construction in progress, school buildings, building improvements and other improvements, buses, other school vehicles and furniture and equipment. This amount represents an increase of \$169,434 from 2015. Total accumulated depreciation as of June 30, 2016, was \$14,676,817, and total depreciation expense for the year was \$751,257, resulting in total net capital assets of \$18,541,105.

Table 4
Capital Assets, Net of Accumulated Depreciation

	<u>June 30, 2016</u>	<u>June 30, 2015</u>	<u>Percentage Change</u>
Land	\$ 194,027	\$ 194,027	0.00 %
Construction in Progress	20,849	-	N/A %
Buildings	16,860,256	17,347,061	(2.81) %
Building improvements	168,915	179,245	(5.76) %
Improvements other than buildings	143,232	150,799	(5.02) %
Mobile equipment	804,028	947,750	(15.16) %
Furniture and equipment	349,798	162,778	114.89 %
Leased property under capital leases	-	14,990	(100.00) %
Total	\$ 18,541,105	\$ 18,996,650	(2.40) %

Additional information on the District's capital assets can be found in Note 5 included in this report.

FORREST COUNTY SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
FOR THE YEAR ENDED JUNE 30, 2016

Debt Administration. At June 30, 2016, the District had \$4,651,208 in outstanding long-term debt, of which \$515,810 is due within one year. During the fiscal year, the District made principal payments totaling \$568,483 on outstanding long-term debt. The liability for compensated absences decreased \$7,026 from the prior year.

**Table 5
Outstanding Long-Term Debt**

	<u>June 30, 2016</u>	<u>June 30, 2015</u>	<u>Percentage Change</u>
General obligation refunding bonds payable	\$ 1,135,000	\$ 1,305,000	(13.03) %
Limited obligation bonds payable	1,040,000	1,365,000	(23.81) %
Shortfall notes payable	-	68,150	(100.00) %
Obligations under capital leases	-	5,333	(100.00) %
Qualified school construction bonds payable	2,360,000	2,360,000	0.00 %
Compensated absences payable	116,208	123,234	(5.70) %
Total	<u>\$ 4,651,208</u>	<u>\$ 5,226,717</u>	(11.01) %

Additional information on the District's long-term debt can be found in Note 6 included in this report.

CURRENT ISSUES

The Forrest County School District is financially stable. The District is proud of its community support of the public schools.

The District has committed itself to financial excellence for many years. The District's system of financial planning, budgeting, and internal financial controls is well regarded. The District plans to continue its sound fiscal management to meet the challenges of the future.

The District actively pursues grant funding to supplement the local, state, and federal revenues.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

If you have any questions about this report or need additional financial information, contact the Superintendent's Office of the Forrest County School District, 400 Forrest Street, Hattiesburg, MS 39401.

FINANCIAL STATEMENTS

FORREST COUNTY SCHOOL DISTRICT

**Statement of Net Position
June 30, 2016**

Exhibit A

	Governmental Activities
Assets	
Cash and cash equivalents	\$ 9,651,461
Due from other governments	833,949
Inventories	32,115
Restricted assets	970,673
Capital assets, non-depreciable:	
Land	194,027
Construction in progress	20,849
Capital assets, net of accumulated depreciation:	
Buildings	16,860,256
Building improvements	168,915
Improvements other than buildings	143,232
Mobile equipment	804,028
Furniture and equipment	349,798
Total Assets	30,029,303
 Deferred Outflows of Resources	
Deferred outflow from advance refunding of debt	41,364
Deferred outflow related to pensions	6,527,580
Total Deferred Outflows of Resources	6,568,944
 Liabilities	
Accounts payable and accrued liabilities	223,564
Unearned revenue	14,600
Interest payable on long-term liabilities	27,842
Long-term liabilities, due within one year:	
Capital related liabilities	510,000
Non-capital related liabilities	5,810
Long-term liabilities, due beyond one year:	
Capital related liabilities	4,025,000
Capital related bond premiums	5,273
Non-capital related liabilities	110,398
Net pension liability	32,804,100
Total Liabilities	37,726,587
 Deferred Inflows of Resources	
Deferred inflow related to pensions	774,966
Total Deferred Inflows of Resources	774,966
 Net Position	
Net investment in capital assets	14,042,196
Restricted for:	
Expendable:	
School-based activities	750,644
Debt service	1,444,526
Forestry improvements	161,070
Unemployment benefits	57,894
Non-expendable:	
Sixteenth section	951,844
Unrestricted	(19,311,480)
Total Net Position (deficit)	\$ (1,903,306)

FORREST COUNTY SCHOOL DISTRICT

**Statement of Activities
For the Year Ended June 30, 2016**

Exhibit B

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Governmental Activities
Governmental Activities:				
Instruction	\$ 11,393,660	\$ 310,831	\$ 1,619,488	\$ (9,463,341)
Support services	7,800,288	6,455	1,061,163	(6,732,670)
Non-instructional	1,499,810	227,321	1,301,766	29,277
Sixteenth section	70,297	4,036	-	(66,261)
Pension expense	3,505,573	-	-	(3,505,573)
Interest on long-term liabilities	128,874	-	-	(128,874)
Total Governmental Activities	\$ 24,398,502	\$ 548,643	\$ 3,982,417	\$ (19,867,442)

General Revenues:

Taxes:	
General purpose levies	6,819,558
Debt purpose levies	330,885
Unrestricted grants and contributions:	
State	11,391,571
Federal	544,268
Unrestricted investment earnings	36,994
Sixteenth section sources	251,304
Other	252,769
Total General Revenues	19,627,349

Change in Net Position	(240,093)
Net Position (deficit) - Beginning, as previously reported	(1,678,963)
Prior Period Adjustments	15,750
Net Position (deficit) - Beginning, as restated	(1,663,213)
Net Position (deficit) - Ending	\$ (1,903,306)

The notes to the financial statements are an integral part of this statement.

FORREST COUNTY SCHOOL DISTRICT

Governmental Funds

Balance Sheet
June 30, 2016

Exhibit C

	Major Funds				Total Governmental Funds
	General Fund	School Food Service Fund	Title I-A Basic Fund	Other Governmental Funds	
Assets					
Cash and cash equivalents	\$ 7,454,485	\$ 878,666	\$ -	\$ 1,725,280	\$ 10,058,431
Cash with fiscal agents	-	-	-	563,703	563,703
Due from other governments	349,174	-	166,736	317,568	833,478
Due from other funds	429,394	-	-	-	429,394
Advance to other funds	-	-	-	544,433	544,433
Inventories	-	32,115	-	-	32,115
Total assets	\$ 8,233,053	\$ 910,781	\$ 166,736	\$ 3,150,984	\$ 12,461,554
Liabilities and Fund Balances					
Liabilities:					
Accounts payable and accrued liabilities	\$ 194,765	\$ 9,199	\$ 1,236	\$ 18,364	\$ 223,564
Due to other funds	-	150,938	165,500	112,485	428,923
Advances from other funds	544,433	-	-	-	544,433
Unearned revenue	14,600	-	-	-	14,600
Total Liabilities	753,798	160,137	166,736	130,849	1,211,520
Fund Balances:					
Nonspendable:					
Inventory	-	32,115	-	-	32,115
Permanent fund principal	-	-	-	407,411	407,411
Advances	-	-	-	544,433	544,433
Restricted:					
Debt service	-	-	-	1,472,368	1,472,368
Forestry improvement purposes	-	-	-	161,070	161,070
Unemployment benefits	-	-	-	57,894	57,894
Food Service	-	718,529	-	-	718,529
Assigned:					
Capital improvements	-	-	-	376,959	376,959
Activity funds	175,312	-	-	-	175,312
Building Maintenance/Technology	385,325	-	-	-	385,325
Special Education	2,836	-	-	-	2,836
Alternative School	8,441	-	-	-	8,441
At Risk Programs	29,421	-	-	-	29,421
Unassigned	6,877,920	-	-	-	6,877,920
Total Fund Balances	7,479,255	750,644	-	3,020,135	11,250,034
Total Liabilities and Fund Balances	\$ 8,233,053	\$ 910,781	\$ 166,736	\$ 3,150,984	\$ 12,461,554

The notes to the financial statements are an integral part of this statement.

FORREST COUNTY SCHOOL DISTRICT

Governmental Funds

**Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position
June 30, 2016**

Exhibit C-1

Total fund balances for governmental funds \$ 11,250,034

Amounts reported for governmental activities in the statement of Net Position are different because:

1. Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds:

Land	\$ 194,027	
Construction in progress	20,849	
Buildings	25,155,459	
Building improvements	258,255	
Improvements other than buildings	261,580	
Mobile equipment	2,877,911	
Furniture and equipment	4,449,841	
Accumulated depreciation	<u>(14,676,817)</u>	18,541,105

2. Some liabilities, including net pension obligations, are not due and payable in the current period and, therefore, are not reported in the funds:

Net pension liability (32,804,100)

Deferred outflows and inflows of resources related to pensions are applicable to future periods and, therefore, are not reported in the funds:

Deferred outflows of resources related to pensions	6,527,580	
Deferred inflows of resources related to pensions	<u>(774,966)</u>	5,752,614

3. Long-term liabilities and related accrued interest are not due and payable in the current period and therefore are not reported in the funds:

General obligation refunding bonds	(1,135,000)	
Limited obligation bonds	(1,040,000)	
Other bonds payable	(2,360,000)	
Compensated absences	(116,208)	
Unamortized charges	41,364	
Unamortized premiums	(5,273)	
Accrued interest payable	<u>(27,842)</u>	(4,642,959)

Net position of governmental activities \$ (1,903,306)

The notes to the financial statements are an integral part of this statement.

FORREST COUNTY SCHOOL DISTRICT

Governmental Funds

**Statement of Revenues, Expenditures and Changes in Fund Balances
For the Year Ended June 30, 2016**

Exhibit D

	Major Funds			Other Governmental Funds	Total Governmental Funds
	General Fund	School Food Service Fund	Title I-A Basic Fund		
Revenues:					
Local sources	\$ 7,412,071	\$ 207,536	\$ -	\$ 332,004	\$ 7,951,611
State sources	10,968,628	14,708	-	907,906	11,891,242
Federal sources	545,699	1,431,820	1,207,598	841,897	4,027,014
Sixteenth section sources	230,633	-	-	51,454	282,087
Total Revenues	19,157,031	1,654,064	1,207,598	2,133,261	24,151,954
Expenditures:					
Instruction	10,535,352	-	772,349	998,193	12,305,894
Support services	7,417,645	191,880	372,192	475,346	8,457,063
Noninstructional services	80,194	1,441,156	22,691	43	1,544,084
Sixteenth section	66,739	-	-	3,558	70,297
Facilities acquisition and construction	-	-	-	5,099	5,099
Debt service:					
Principal	5,333	-	-	563,150	568,483
Interest	22,710	-	-	99,312	122,022
Other	-	-	-	4,824	4,824
Total Expenditures	18,127,973	1,633,036	1,167,232	2,149,525	23,077,766
Excess (Deficiency) of Revenues over (under) Expenditures	1,029,058	21,028	40,366	(16,264)	1,074,188
Other Financing Sources (Uses):					
Insurance recovery	6,455	-	-	-	6,455
Payments held by escrow agent	-	-	-	135,771	135,771
Payment to QSCB debt escrow agent	-	-	-	(135,771)	(135,771)
Sale of other property	-	4,761	-	-	4,761
Operating transfers in	260,815	-	-	692,562	953,377
Operating transfers out	(225,084)	(150,938)	(40,366)	(536,989)	(953,377)
Total Other Financing Sources (Uses)	42,186	(146,177)	(40,366)	155,573	11,216
Net Change in Fund Balances	1,071,244	(125,149)	-	139,309	1,085,404
Fund Balances:					
July 1, 2015	6,408,011	875,450	-	2,880,826	10,164,287
Increase (Decrease) in inventory	-	343	-	-	343
June 30, 2016	\$ 7,479,255	\$ 750,644	\$ -	\$ 3,020,135	\$ 11,250,034

The notes to the financial statements are an integral part of this statement.

FORREST COUNTY SCHOOL DISTRICT

Governmental Funds

**Reconciliation of the Governmental Funds Statement of Revenues,
Expenditures and Changes in Fund Balances to the Statement of Activities
For the Year Ended June 30, 2016**

Exhibit D-1

Net change in fund balances - total governmental funds \$ 1,085,404

Amounts reported for governmental activities in the statement of activities are different because:

1. Governmental funds report capital outlay as expenditures. However, in the statement of activities, the cost of capital assets is allocated over their estimated useful lives as depreciation expense. In the current period, these amounts are:

Capital outlay	\$ 292,384	
Depreciation expense	<u>(751,257)</u>	(458,873)

2. In the statement of activities, only the gain/loss on the sale of assets is reported, while in the governmental funds, the proceeds from the sale increases financial resources. Thus, the change in Net Position differs from the change in fund balance by the cost of the assets sold. (12,422)

3. The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction, however, has any effect on Net Position. Also, governmental funds report the effect of premiums, discounts and the difference between the carrying value of refunded debt and the acquisition cost of refunded debt when debt is first issued. These amounts are deferred and amortized in the statement of activities:

Payments of debt principal	568,483	
Accrued interest payable	<u>6,996</u>	575,479

4. Some items reported in the statement of activities relating to the implementation of GASB 68 are not reported in the governmental funds. These activities include:

Recording of pension expense for the current period	(3,505,573)	
Recording of contributions made subsequent to the measurement date	<u>2,077,547</u>	(1,428,026)

5. Some items reported in the statement of activities do not provide or require the use of current financial resources and therefore are not reported as revenues/expenditures in governmental funds. These activities include:

Change in compensated absences	7,026	
Change in inventory	343	
Amortization of deferred charges, premiums and discounts	<u>(9,024)</u>	(1,655)

Change in Net Position of governmental activities \$ (240,093)

The notes to the financial statements are an integral part of this statement.

FORREST COUNTY SCHOOL DISTRICT

Fiduciary Funds

Statement of Fiduciary Assets and Liabilities
June 30, 2016

Exhibit E

	Agency Funds
Assets	
Cash and cash equivalents	\$ 641,085
Total Assets	<u>\$ 641,085</u>
Liabilities	
Accounts payable and accrued liabilities	\$ 640,614
Due to other funds	471
Total Liabilities	<u>\$ 641,085</u>

The notes to the financial statements are an integral part of this statement.

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Note 1 - Summary of Significant Accounting Policies

The accompanying financial statements of the school district have been prepared in conformity with generally accepted accounting principles (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB). GASB is the accepted standard-setting body for governmental accounting and financial reporting principles. The most significant of the school district's accounting policies are described below.

A. Financial Reporting Entity

As defined by accounting principles generally accepted in the United States of America, the school district is considered a "primary government." The school district is governed by a five member board to which each member is elected by the citizens of each defined county district.

For financial reporting purposes, Forrest County School District has included all funds and organizations. The District has also considered all potential component units for which it is financially accountable and other organizations for which the nature and significance of their relationship with the District are such that exclusion would cause the District's financial statements to be misleading or incomplete. The Governmental Accounting Standards Board has set forth criteria to be considered in determining financial accountability. These criteria include appointing a voting majority of an organization's governing body and (1) the ability of the District to impose its will on that organization or (2) the potential for the organization to provide specific benefits to or impose specific financial burdens on the District.

B. Government-wide and Fund Financial Statements

Government-wide Financial Statements - The Statement of Net Position and the Statement of Activities report information on all of the non-fiduciary activities of the District. For the most part, the effect of inter-fund activity has been removed from these statements. Governmental activities, which normally are supported by tax and intergovernmental revenues, are reported separately from business type activities, which rely to a significant extent on fees and charges for support.

The Statement of Net Position presents the District's non-fiduciary assets, deferred outflows, liabilities, and deferred inflows with the difference reported as net position. Net position is reported in three categories:

1. Net investment in capital assets consists of capital assets, net of accumulated depreciation, and reduced by outstanding balances of bonds, notes and other debt attributable to the acquisition, construction or improvement of those assets.

Forrest County School District

Notes to the Financial Statements For the Year Ended June 30, 2016

2. Restricted net position results when constraints placed on net position use are either externally imposed or imposed by law through constitutional provisions or enabling legislation.
3. Unrestricted net position consists of net position not meeting the definition of the two preceding categories. Unrestricted net position often has constraints on resources imposed by management which can be removed or modified.

The Statement of Activities demonstrates the degree to which the direct expenses of a given function, or segment, are offset by program revenues. Direct expenses are those clearly identifiable with a specific function. Program revenues include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function and 2) grants, contributions and interest restricted to meeting the operational or capital requirements of a particular function. Property taxes and other items not included among program revenues are reported instead as general revenues.

Fund Financial Statements - Separate financial statements are provided for governmental and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds are reported in separate columns in the fund financial statements. All remaining governmental funds are aggregated and reported as other governmental funds.

The school district reports the following major governmental funds:

General Fund - This is the school district's primary operating fund. The general fund is used to account for and report all financial resources not accounted for and reported in another fund.

School Food Service Fund - This is a special revenue fund that accounts for the revenue received and expenditures incurred related to the food service program.

Title I - A Basic Fund - This is a special revenue fund that accounts for the federal revenue received and expenditures incurred related to the Title I grants to local educational agencies program.

All other governmental funds not meeting the criteria established for major funds are presented in the other governmental column of the fund financial statements.

The District's fiduciary funds include the following:

Payroll Clearing Fund - This agency fund is used to report resources held by the District on behalf of other funds for payroll related liabilities.

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Accounts Payable Clearing Fund - This agency fund is used to report resources held by the District on behalf of other funds for related liabilities.

ET Scholarship Fund - This agency fund is used to report resources held by the District for Students at East Travillion Attendance Center.

Additionally, the school district reports the following fund types:

GOVERNMENTAL FUNDS

Special Revenue Funds - Special Revenue Funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specified purposes other than debt service or capital projects.

Capital Projects Funds - Capital Project Funds are used to account for and report financial resources that are restricted, committed, or assigned to expenditure for capital outlays, including the acquisition or construction of capital facilities and other capital assets.

Debt Service Funds - Debt Service Funds are used to account for and report financial resources that are restricted, committed, or assigned to expenditure for principal and interest.

Permanent Funds - Permanent Funds are used to account for and report resources that are restricted to the extent that only earnings, and not the principal, may be used for purposes that support the district's programs.

FIDUCIARY FUNDS

Agency Funds - Agency Funds are used to report resources held by the district in a purely custodial capacity (assets equal liabilities) and do not involve measurement of results of operations.

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

In the government-wide Statement of Net Position and Statement of Activities, governmental activities are presented using the economic resources measurement focus and the accrual basis of accounting, as are the Fiduciary Fund financial statements. Revenues are recorded when earned, and expenses are recorded when a liability is incurred or economic asset used, regardless of the timing of the related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. Measurable means knowing or being able to reasonably estimate the amount. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the government considers revenues to be available if they are collected within 60 days after year end. Expenditures (including capital outlay) are recorded when the related fund liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and judgments, are recorded only when payment is due.

Federal grants and assistance awards made on the basis of entitlement periods are recorded as receivables and revenues when entitlement occurs. Federal reimbursement type grants are recorded as revenues when the related expenditures are recognized. Use of grant resources is conditioned upon compliance with terms of the grant agreements and applicable federal regulations, which include subjecting grants to financial and compliance audits.

Property taxes, intergovernmental revenues (shared revenues, grants and reimbursements from other governments) and interest associated with the current fiscal period are all considered to be susceptible to accrual.

Ad valorem property taxes are levied by the governing authority of the county on behalf of the school district based upon an order adopted by the school board of the school district requesting an ad valorem tax effort in dollars. Since the taxes are not levied and collected by the school district, the revenues to be generated by the annual levies are not recognized until the taxes are actually collected by the tax levying authority.

Capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

Under the terms of grant agreements, the District funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net position available to finance the program. It is the District's policy to first apply cost-reimbursement grant resources to such programs and then general revenues.

The effect of inter-fund activity has been eliminated from the government-wide statements.

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Revenues from the Mississippi Adequate Education Program are appropriated on a fiscal year basis and are recorded at the time the revenues are received from the State of Mississippi.

The account classifications used in the financial statements conform to the broad classifications recommended in *Governmental Accounting, Auditing, and Financial Reporting*, issued in 2012 by the Government Finance Officers Association and are consistent with the broad classifications recommended in *Financial Accounting for Local and State School Systems*, 2003, issued by the U.S. Department of Education.

D. Encumbrances

An encumbrance system is not maintained to account for commitments resulting from approved purchase orders, work orders and contracts.

E. Assets, liabilities, deferred outflows/inflows, and net position/fund balances

1. Cash, Cash equivalents and Investments

Cash and cash equivalents

The district's cash and cash equivalents are considered to be cash on hand, demand deposits, and short-term investments with original maturities of three months or less from the date of acquisition. The school district deposits excess funds in the financial institutions selected by the school board. State statutes specify how these depositories are to be selected.

Investments

The school district can invest its excess funds, as permitted by Section 29-3-113, Miss. Code Ann. (1972), in interest-bearing deposits or other obligations of the types described in Section 27-105-33, Miss. Code Ann. (1972), or in any other type investment in which any other agency, instrumentality or subdivision of the State of Mississippi may invest, except that 100% of said funds are authorized to be so invested.

For accounting purposes, certificates of deposit are classified as investments if they have an original maturity greater than three months when acquired.

Investments for the district are reported at fair market value.

2. Receivables and payables

Activities between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as

Forrest County School District

Notes to the Financial Statements For the Year Ended June 30, 2016

either “due to/from other funds” (i.e. the current portion of inter-fund loans) or “advances to/from other funds” (i.e. the non-current portion of inter-fund loans). All other outstanding balances between funds are reported as “due to/from other funds.”

Advances between funds, as reported in the fund financial statements, are offset by a fund balance reserve account in applicable governmental funds to indicate that they are not available for appropriation and are not expendable available financial resources.

3. Due from Other Governments

Due from other governments represents amounts due from the State of Mississippi and various grants and reimbursements from other governments.

4. Inventories and Prepaid Items

Donated commodities are received from the USDA and are valued at USDA cost. Other inventories are valued at cost (calculated on the first-in, first-out basis). The costs of governmental fund type inventories are reported as expenditures when purchased.

Prepaid items, such as prepaid insurance, are not reported for governmental fund types since the costs of such items are accounted for as expenditures in the period of acquisition.

5. Restricted Assets

Certain resources set aside for repayment of debt are classified as restricted assets on the Statement of Net Position because their use is limited by applicable debt statutes, e.g. Qualified School Construction Bonds sinking funds. Also, the nonexpendable portion of the Permanent Fund, if applicable, is classified as restricted assets because the 16th Section Principal fund is not available for use by the district except as provided for under state statute for loans from this fund.

6. Capital Assets

Capital assets include land, improvements to land, easements, water rights, timber rights, buildings, building improvements, vehicles, machinery, equipment, works of art and historical treasures, infrastructure, and all other tangible or intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period. Capital assets are reported in the governmental column in the government-wide Statement of

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Net Position. Capital assets are recorded at historical cost or estimated historical cost based on appraisals or deflated current replacement cost. Donated capital assets are recorded at estimated fair market value at the date of donation. The costs of normal maintenance and repair that do not add to the value of the asset or materially extend asset lives are not capitalized. Capital assets are defined by the District as assets with an initial, individual cost in excess of the thresholds in the table below.

Capital acquisition and construction are reflected as expenditures in the Governmental Fund statements and the related assets are reported as capital assets in the governmental activities column in the government-wide financial statements.

Depreciation is calculated on the straight-line basis for all assets, except land.

The following schedule details the capitalization thresholds:

		Capitalization Policy	Estimated Useful Life
Land	\$	0	0
Buildings		50,000	40 years
Building Improvements		25,000	20 years
Improvements other than buildings		25,000	20 years
Mobile equipment		5,000	5 - 10 years
Furniture and equipment		5,000	3 - 7 years
Leased property under capital		*	0

(*) The threshold amount will correspond with the amounts for the asset classifications, as listed. See Note 5 for details.

7. Deferred outflows/inflows of resources

In addition to assets, the statement financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s) and so will not be recognized as an outflow of resources (expense/expenditure) until then. The school district has two deferred outflow items which are presented as a deferred outflow for pension and a deferred outflow advance refunding of debt.

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until then. The school district has a deferred inflow which is presented as a deferred inflow related to pension.

See Note 13 for further details.

8. Compensated Absences

Employees of the school district accumulate sick leave at a minimum amount as required by state law. A greater amount may be provided by school district policy provided that it does not exceed the provisions for leave as provided in Sections 25-3-93 and 25-3-95. Some employees are allowed personal leave and/or vacation leave in accordance with school district policy. The district pays for unused leave for employees as required by Section 37-7-307(5), Miss. Code Ann. (1972).

The liability for these compensated absences is recorded as a long-term liability in the government-wide statements. The current portion of this liability is estimated based on historical trends. In the fund financial statements, governmental funds report the liability for compensated absences from expendable available financial resources only if the payable has matured, for example, an employee retires.

9. Long-term Liabilities and Bond Discounts/ Premiums

In the government-wide financial statements, outstanding debt is reported as liabilities. Bond discounts or premiums, and the difference between reacquisition price and the net carrying value of refunded debt are capitalized and amortized over the terms of the respective bonds using a method that approximates the effective interest method.

The governmental fund financial statements recognize the proceeds of debt and premiums as other financing sources of the current period. Issuance costs are reported as expenditures. See Note 6 for details.

10. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Public

Forrest County School District

Notes to the Financial Statements For the Year Ended June 30, 2016

Employees' Retirement System (PERS) and additions to/deductions from PERS' fiduciary net position have been determined on the same basis as they are reported by PERS. For this purpose, the benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

11. Fund Balances

Fund balance for governmental funds is reported in classifications that comprise a hierarchy based primarily on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

Governmental fund balance is classified as nonspendable, restricted, committed, assigned or unassigned. Following are descriptions of fund classifications used by the district:

Nonspendable fund balance includes items that cannot be spent. This includes activity that is not in a spendable form (inventories, prepaid amounts, long-term portion of loans/notes receivable, or property held for resale unless the proceeds are restricted, committed, or assigned) and activity that is legally or contractually required to remain intact, such as a principal balance in a permanent fund.

Restricted fund balance includes amounts that have constraints placed upon the use of the resources either by an external party or imposed by law through a constitutional provision or enabling legislation.

Committed fund balance includes amounts that can be used only for the specific purposes pursuant to constraints imposed by a formal action of the School Board, the District's highest level of decision-making authority. Currently there is no committed fund balance for this school district.

Assigned fund balance includes amounts that are constrained by the District's intent to be used for a specific purpose, but are neither restricted nor committed. For governmental funds, other than the general fund, this is the residual amount within the fund that is not restricted or committed. Assignments of fund balance are created by the Superintendent and Business Manager pursuant to authorization established by the policy adopted by the school district.

Unassigned fund balance is the residual classification for the general fund. This classification represents fund balance that has not been assigned to

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund. The general fund should be the only fund that reports a positive unassigned fund balance amount. In other governmental funds, it may be necessary to report a negative unassigned fund balance.

When an expenditure is incurred for purposes for which both restricted and unrestricted (committed, assigned, or unassigned) resources are available, it is the District's general policy to use restricted resources first. When expenditures are incurred for purposes for which unrestricted (committed, assigned, and unassigned) resources are available, and amounts in any of these unrestricted classifications could be used, it is the District's general policy to spend committed resources first, followed by assigned amounts, and then unassigned amounts.

It is the goal of the District to achieve and maintain an unassigned fund balance in the general fund at fiscal year end of not less than 5% of revenues (or expenditures). If the unassigned fund balance at fiscal year end falls below the goal, the District shall develop a restoration plan to achieve and maintain the minimum fund balance.

Note 2 - Cash and Cash Equivalents, and Cash with Fiscal Agents

The district follows the practice of aggregating the cash assets of various funds to maximize cash management efficiency and returns. Restrictions on deposits are imposed by statutes as follows:

Deposits. The school board must advertise and accept bids for depositories no less than once every three years as required by Section 37-7-333, Miss. Code Ann. (1972). The collateral pledged for the school districts' deposits in financial institutions is held in the name of the State Treasurer under a program established by the Mississippi State Legislature and is governed by Section 27-105-5, Miss. Code Ann. (1972). Under this program, the entity's funds are protected through a collateral pool administered by the State Treasurer. Financial institutions holding deposits of public funds must pledge securities as collateral against those deposits. In the event of failure of a financial institution, securities pledged by that institution would be liquidated by the State Treasurer to replace the public deposits not covered by the Federal Deposit Insurance Corporation.

Cash and Cash Equivalents

The carrying amount of the school district's deposits with financial institutions reported in the governmental funds and fiduciary funds was \$10,058,431 and \$641,085, respectively.

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Custodial Credit Risk - Deposits. Custodial credit risk is defined as the risk that, in the event of the failure of a financial institution, the district will not be able to recover deposits or collateral securities that are in the possession of an outside party. The district does not have a deposit policy for custodial credit risk. In the event of failure of a financial institution, securities pledged by that institution would be liquidated by the State Treasurer to replace the public deposits not covered by the Federal Deposit Insurance Corporation. Deposits above FDIC coverage are collateralized by the pledging financial institution's trust department or agent in the name of the Mississippi State Treasurer on behalf of the district. As of June 30, 2016, none of the district's bank balance of \$11,632,889 was exposed to custodial credit risk.

Cash with Fiscal Agents

The carrying amount of school district's cash with fiscal agents held by financial institutions was \$563,703.

Note 3 - Inter-fund Receivables, Payables and Transfers

The following is a summary of inter-fund transactions and balances:

A. Due From/To Other Funds

<u>Receivable Fund</u>	<u>Payable Fund</u>	<u>Amount</u>
General Fund	School Food Service Fund	\$ 150,938
	Title I - A Basic Fund	165,500
	Other Governmental Funds	112,485
	Fiduciary Funds	<u>471</u>
Total		<u>\$ 429,394</u>

The primary purpose of the inter-fund loans was to cover federal funds not received in the prior to year end.

B. Advances To/From Other Funds:

<u>Receivable Fund</u>	<u>Payable Fund</u>	<u>Amount</u>
Other Governmental Funds	General Fund	<u>\$ 544,433</u>

Sixteenth section principal loans payable

Note: The sixteenth section principal loans payable are not reflected on the Statement of Net Position because these funds were borrowed by the General fund from the Sixteenth Section Trust Fund (Permanent Trust) in accordance with

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Section 29-3-113, Miss. Code Ann. (1972). The revenues and expenditures associated with these transactions are reflected on the Statement of Revenues, Expenditures and Changes in Fund Balances.

The following is a schedule by years of the total payments due on this debt:

Year Ending June 30	Principal	Interest	Total
2017	\$ 23,514	21,777	45,291
2018	24,454	20,837	45,291
2019	25,432	19,859	45,291
2020	26,450	18,841	45,291
2021	27,508	17,783	45,291
2022 - 2026	154,952	71,503	226,455
2027 - 2031	188,523	37,932	226,455
2032 - 2033	73,600	4,192	77,792
Total	\$ 544,433	212,724	757,157

C. Inter-fund Transfers

Transfers In	Transfers Out	Amount
General Fund	School Food Service Fund	\$ 150,938
	Title I - A Basic Fund	40,366
	Other Governmental Funds	69,511
Other Governmental Funds	General Fund	225,084
	Other Governmental Funds	467,478
Total		\$ 953,377

Transfers are used primarily to move unrestricted general fund monies to finance various programs and projects accounted for in other funds.

Note 4 - Restricted Assets

The restricted assets represent the cash balance, totaling \$406,970 of the Sixteenth Section Principal Fund (Permanent Fund) which is legally restricted and may not be used for purposes that support the district's programs.

In addition, the restricted assets represent the cash with fiscal agent totaling \$176,532 of the MAEP Limited Obligation Bond/Note Fund and cash with fiscal agent totaling \$387,171 of the QSCB Bond Retirement Fund.

Forrest County School District

**Notes to the Financial Statements
For the Year Ended June 30, 2016**

Note 5- Capital Assets

The following is a summary of changes in capital assets for governmental activities:

	Balance 7-1-2015	Additions	Retirements	Adjustments	Balance 6-30-2016
<u>Non-depreciable capital assets:</u>					
Land	\$ 194,027				194,027
Construction in progress		5,099		15,750	20,849
Total non-depreciable capital assets	<u>194,027</u>	<u>5,099</u>	<u>0</u>	<u>15,750</u>	<u>214,876</u>
<u>Depreciable capital assets:</u>					
Buildings	25,155,459				25,155,459
Building improvements	258,255				258,255
Improvements other than buildings	261,580				261,580
Mobile equipment	2,898,411		20,500		2,877,911
Furniture and equipment	4,229,572	287,285	111,802	44,786	4,449,841
Leased property under capital leases	51,184		6,398	(44,786)	0
Total depreciable capital assets	<u>32,854,461</u>	<u>287,285</u>	<u>138,700</u>	<u>0</u>	<u>33,003,046</u>
<u>Less accumulated depreciation for:</u>					
Buildings	7,808,398	486,805			8,295,203
Building improvements	79,010	10,330			89,340
Improvements other than buildings	110,781	7,567			118,348
Mobile equipment	1,950,661	134,292	11,070		2,073,883
Furniture and equipment	4,066,794	105,929	110,684	38,004	4,100,043
Leased property under capital leases	36,194	6,334	4,524	(38,004)	0
Total accumulated depreciation	<u>14,051,838</u>	<u>751,257</u>	<u>126,278</u>	<u>0</u>	<u>14,676,817</u>
Total depreciable capital assets, net	<u>18,802,623</u>	<u>(463,972)</u>	<u>12,422</u>	<u>0</u>	<u>18,326,229</u>
Governmental activities capital assets, net	<u>\$ 18,996,650</u>	<u>(458,873)</u>	<u>12,422</u>	<u>15,750</u>	<u>18,541,105</u>

Adjustments were made to correctly present capital assets.

Depreciation expense was charged to the following governmental functions:

	Amount
Instruction	\$ 406,542
Support services	198,153
Non-instructional	146,562
Total depreciation expense	<u>\$ 751,257</u>

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Construction in progress is composed of:

Governmental Activities:	Spent to June 30, 2016	Remaining Commitments
Renovations to Main Building	\$ 20,849	639,300

Note 6 - Long-term liabilities

The following is a summary of changes in long-term liabilities and other obligations for governmental activities:

	Balance 7-1-2015	Reductions	Balance 6-30-2016	Amounts due within one year
A. General obligation refunding bonds payable	\$ 1,305,000	170,000	1,135,000	175,000
B. Limited obligation bonds payable	1,365,000	325,000	1,040,000	335,000
C. Shortfall notes payable	68,150	68,150	0	
D. Obligations under capital leases	5,333	5,333	0	
E. Qualified school construction bonds payable	2,360,000		2,360,000	
F. Compensated absences payable	123,234	7,026	116,208	5,810
Total	\$ 5,226,717	575,509	4,651,208	515,810
Bond Premiums	\$ 6,641	1,368	5,273	1,368

A. General obligation bonds payable

General obligation bonds are direct obligations and pledge the full faith and credit of the school district. General obligation bonds currently outstanding are as follows:

Description	Interest Rate	Issue Date	Maturity Date	Amount Issued	Amount Outstanding
General obligation refunding bonds, Series 2012	2.0 - 3.125%	02-01-12	02-01-22	\$ 1,795,000	1,135,000

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

The following is a schedule by years of the total payments due on this debt:

Year Ending June 30	Principal	Interest	Total
2017	\$ 175,000	32,556	207,556
2018	180,000	29,056	209,056
2019	190,000	23,656	213,656
2020	190,000	17,956	207,956
2021	195,000	12,256	207,256
2022	205,000	6,406	211,406
Total	\$ 1,135,000	121,886	1,256,886

This debt will be retired from the Debt Service Fund.

The mount of bonded indebtedness that can be incurred by the school district is limited by Sections 37-59-5 and 37-59-7, Miss. Code Ann. (1972). Total outstanding bonded indebtedness during a year can be no greater the 15% of the assessed value of the taxable property within such district, according to the then last completed assessment for taxation, unless certain conditions, as set forth in Section 37-59-7, Miss. Code Ann. (1972) have been met. As of June 30, 2016, the amount of outstanding bonded indebtedness was equal to 1% of property assessments as of October 1, 2015.

B. Limited obligation bonds payable

Limited obligation bonds are direct obligations and pledge the full faith and credit of the school district. Limited obligation bonds currently outstanding are as follows:

Description	Interest Rate	Issue Date	Maturity Date	Amount Issued	Amount Outstanding
State aid capital improvement, Series 2009	3.0-3.75%	08-1-09	08-1-18	\$ 2,865,000	1,040,000

The following is a schedule by years of the total payments due on this debt:

Year Ending June 30	Principal	Interest	Total
2017	\$ 335,000	29,478	364,478
2018	345,000	18,422	363,422
2019	360,000	6,300	366,300
Total	\$ 1,040,000	54,200	1,094,200

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

This debt will be retired from the MAEP Retirement Fund.

The state aid capital improvement bonds are secured by an irrevocable pledge of certain revenues the district receives from the State of Mississippi pursuant to the Mississippi Accountability and Adequate Education Program Act, Sections 37-151-1 through 37-151-7, Miss. Code Ann. (1972). The state aid capital improvement bonds are not included in the computation of the debt limit percentage.

C. Shortfall notes payable

This debt was paid off and retired from the District Maintenance Fund during the year.

D. Obligations under capital leases

This debt was paid off and retired from the District Maintenance Fund during the year.

E. Qualified school construction bonds payable

As more fully explained in Note 10, debt has been issued by the school district that qualifies as Qualified School Construction Bonds. Debt currently outstanding is as follows:

<u>Description</u>	<u>Interest Rate</u>	<u>Issue Date</u>	<u>Maturity Date</u>	<u>Amount Issued</u>	<u>Amount Outstanding</u>
Qualified school construction bond payable	0.0%	12-23-09	09-15-24	\$ <u>2,360,000</u>	<u>2,360,000</u>

F. Compensated absences payable

As more fully explained in Note 1(E)(8), compensated absences payable is adjusted on an annual basis as required by Section 37-7-307(5), Miss. Code Ann. (1972). Compensated absences will be paid from the fund from which the employees' salaries were paid.

Note 7 - Defined Benefit Pension Plan

General Information about the Pension Plan

Plan Description. The school district contributes to the Public Employees' Retirement System of Mississippi (PERS), a cost-sharing multiple-employer defined benefit pension plan. PERS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Plan provisions and the Board of Trustees' authority to determine contribution rates are established by Miss. Code Ann.

Forrest County School District

Notes to the Financial Statements For the Year Ended June 30, 2016

Section 25-11-1 et seq., (1972, as amended) and may be amended only by the Mississippi Legislature. PERS issues a publicly available financial report that includes financial statements and required supplementary information. That report may be obtained by writing to Public Employees' Retirement System of Mississippi, PERS Building, 429 Mississippi Street, Jackson, MS 39201 or by calling (601) 359-3589 or 1-800-444-PERS.

Benefits provided. Membership in PERS is a condition of employment granted upon hiring for qualifying employees and officials of the State of Mississippi, state universities, community and junior colleges, and teachers and employees of the public school districts. For those persons employed by political subdivisions and instrumentalities of the State of Mississippi, membership is contingent upon approval of the entity's participation in PERS by the PERS' Board of Trustees. If approved, membership for the entity's employees is a condition of employment and eligibility is granted to those who qualify upon hiring. Participating members who are vested and retire at or after age 60 or those who retire regardless of age with at least 30 years of creditable service (25 years of creditable service for employees who became members of PERS before July 1, 2011) are entitled, upon application, to an annual retirement allowance payable monthly for life in an amount equal to 2.0 percent of their average compensation for each year of creditable service up to and including 30 years (25 years for those who became members of PERS before July 1, 2011), plus 2.5 percent for each additional year of creditable service with an actuarial reduction in the benefit for each year of creditable service below 30 years or the number of years in age that the member is below 65, whichever is less. Average compensation is the average of the employee's earnings during the four highest compensated years of creditable service. Benefits vest upon completion of eight years of membership service (four years of membership service for those who became members of

Contributions. PERS members are required to contribute 9.00% of their annual covered salary, and the school district is required to contribute at an actuarially determined rate. The employer's rate as of June 30, 2016 was 15.75% of annual covered payroll. Plan provisions and the Board of Trustees' authority to determine contribution rates are established by Section 25-11-1 of the Mississippi Code of 1972, as amended, and may be amended only by the Mississippi Legislature. The school district's contributions to PERS for the fiscal years ending June 30, 2016, 2015, and 2014, were \$2,077,547, \$2,088,126, and \$1,964,981, respectively, which equaled the required contributions for each year.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016, the school district reported a liability of \$32,804,100 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The District's proportion of the net pension liability was based on a projection of the school district's long-term share of contribution to the pension plan relative to projected contributions of all participating entities, actuarially determined. The school district's proportionate share used to calculate

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

the June 30, 2016 net pension liability was .212214 percent, which was based on a measurement date of June 30, 2015. This was an increase of .00804 from its proportionate share used to calculate the June 30, 2015 net pension liability, which was based on a measurement date of June 30, 2014.

For the year ended June 30, 2016, the District recognized pension expense of \$3,505,573. At June 30, 2016 the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 891,445	\$
Net difference between projected and actual earnings on pension plan investments		
Changes of assumptions	2,825,962	3,592,476
Changes in proportion and differences between District contributions and proportionate share of contributions	732,626	(2,817,510)
District contributions subsequent to the measurement date	<u>2,077,547</u>	
Total	<u>\$ 6,527,580</u>	<u>\$ 774,966</u>

\$2,077,547 reported as deferred outflows of resources related to pensions resulting from school district contributions subsequent to the measurement date will be recognized as a reduction to the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year ended June 30:		
2017	\$	1,300,298
2018		1,247,761
2019		647,160
2020		479,848
Total	\$	<u>3,675,067</u>

Actuarial assumptions. The total pension liability in the June 30, 2015 actuarial valuation was determined using the following actuarial assumptions, applied to all periods included in the measurement:

Inflation	3.00 percent
Salary increases	3.75 – 19.00 percent, including inflation
Investment rate of return	7.75 percent, net of pension plan investment expense, including inflation

Mortality rates were based on the RP-2014 Healthy Annuitant Blue Collar Table Projected with Scale BB to 2016, with males rates set forward one year.

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

The actuarial assumptions used in the June 30, 2015 valuation were based on the results of an actuarial experience study for the period July 1, 2010 to June 30, 2014. The experience report is dated May 4, 2015.

The long-term expected rate of return on pension plan investments was determined using a log-normal distribution analysis in which best-estimate ranges of expected future real rates of return (expected nominal returns, net of pension plan investment expense and the assumed rate of inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. The target asset allocation and best estimates of arithmetic real rates of return for each major asset class are summarized in the following table:

<u>Asset Class</u>	<u>Target Allocation</u>	<u>Long-Term Expected Real Rate of Return</u>
U.S. Broad	34%	5.20%
International Equity	19	5.00
Emerging Markets Equity	8	5.45
Fixed Income	20	0.25
Real Assets	10	4.00
Private Equity	8	6.15
Cash	1	(0.50)
Total	<u>100%</u>	

Discount rate. The discount rate used to measure the total pension liability was 7.75 percent, a decrease of 0.25 percentage points since the prior measurement date. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rate and that Employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the District's proportionate share of the net pension liability to changes in the discount rate. The following presents the District's proportionate share of the net pension liability calculated using the discount rate of 7.75 percent, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (6.75 percent) or 1-percentage-point higher (8.75 percent) than the current rate:

	<u>1% Decrease (6.75%)</u>	<u>Current Discount Rate (7.75%)</u>	<u>1% Increase (8.75%)</u>
District's proportionate share of the net pension liability	\$ 43,238,808	\$ 32,804,100	\$ 24,145,242

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Pension plan fiduciary net position. Detailed information about the pension plan's fiduciary net position is available in the separately issued PERS financial report.

Note 8 - Risk Management

The school district is exposed to various risks of loss related to torts; theft of, damage to and destruction of assets; errors and omissions; injuries to employees; and natural disasters. Except as described below, the district carries commercial insurance for these risks. Settled claims resulting from these insured risks have not exceeded commercial insurance coverage in any of the past three fiscal years.

Participation in Public Entity Risk Pool

The school district is a member of the Mississippi School Boards Association Workers' Compensation Trust (MSBAWCT). The trust is a risk-sharing pool; such a pool is frequently referred to as a self-insurance pool. The trust consists of approximately 71 school districts and covers risks of loss arising from injuries to the members' employees. The Mississippi Workers' Compensation Commission requires that an indemnity agreement be executed by each member in a workers' compensation self-insurance pool for the purpose of jointly and severally binding the pool and each of the employers comprising the group to meet the workers' compensation obligations of each member. Each member of MSBAWCT contributes quarterly to a fund held in trust by Wells Fargo in Portland, Oregon. The funds in the trust account are used to pay any claim up to \$750,000. For a claim exceeding \$750,000, MSBAWCT has insurance which will pay the excess up to the statutory amount required by the Mississippi Workers' Compensation Commission Act. If total claims during a year were to deplete the trust account, then the member school districts would be required to pay for the deficiencies. The district has not had an additional assessment for excess losses incurred by the pool.

Note 9 - Contingencies

Federal Grants - The school district has received federal grants for specific purposes that are subject to audit by the grantor agencies. Entitlements to these resources are generally conditional upon compliance with the terms and conditions of the grant agreements and applicable federal regulations, including the expenditure of resources for allowable purposes. Any disallowances resulting from the grantor audit may become a liability of the school district.

Litigation - The school district is party to legal proceedings, many of which occur in the normal course of governmental operations. It is not possible at the present time to estimate the outcome or liability, if any, of the school district with respect to the various proceedings. However, the school district's legal counsel believes that ultimate liability resulting from these lawsuits will not have a material adverse effect on the financial condition of the school district.

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Note 10 - Qualified School Construction Bonds

Section 1521 of the American Recovery and Reinvestment Act (ARRA) of 2009 provides for a source of capital at no or at nominal interest rates for costs incurred by certain public schools in connection with the construction, rehabilitation or repair of a public school facility or for the acquisition of land where a school will be built. Investors receive Federal income tax credits at prescribed tax credit rates in lieu of interest, which essentially allows state and local governments to borrow without incurring interest costs.

When the stated interest rate on the QSCB results in interest payments that exceed the supplemental interest payments discussed in the preceding paragraph, the school district may apply for a direct cash subsidy payment from the U.S. Treasury which is intended to reduce the stated interest rate to a nominal percentage. These subsidy payments do not include the amount of any supplemental interest paid on a QSCB.

The school district makes equal annual payments into a sinking fund which is used to payoff the bonds at termination. The current maturity limit of tax credit bonds is 17 years, per the U. S. Treasury Department. Under this program, ten percent of the proceeds must be subject to a binding commitment to be spent within six months of issuance and 100% must be spent within three years. Up to two percent of bond proceeds can be used to pay costs of issuance. Annual sinking fund deposit amounts are inclusive of any interest earnings for the prior 12 months. The indicated deposit amount will be reduced by the amount of the prior 12 months' interest earnings. The amount on deposit at June 30, 2016 was \$387,171. The amount accumulated in the sinking fund at the end of the fourteen-year period will be sufficient to retire the debt. The following schedule reports the annual deposits to be made to the sinking fund by the school district.

Year Ending June 30		Amount
2017	\$	134,000
2018		132,000
2019		129,000
2020		132,000
2021		131,000
2022 - 2025		1,176,000
Total	\$	<u>1,834,000</u>

Forrest County School District

Notes to the Financial Statements
For the Year Ended June 30, 2016

Note 11 - Sixteenth Section Lands

Sixteenth section school lands, or lands granted in lieu thereof, constitute property held in trust for the benefit of the public schools. The school board, under the general supervision of the Office of the Secretary of State, has control and jurisdiction of said school trust lands and of all funds arising from any disposition thereof. It is the duty of the school board to manage the school trust lands and all funds arising therefrom as trust property.

Accordingly, the board shall assure that adequate compensation is received for all uses of the trust lands, except for uses by the public schools. The following are the future rental payments to be made to the school district for the use of school trust lands. These future rental payments are from existing leases and do not anticipate renewals or new leases.

Year Ending June 30	Amount
2017	\$ 131,984
2018	109,846
2019	103,293
2020	92,606
2021	60,677
2022 - 2026	268,320
2027 - 2031	212,458
2032 - 2036	81,995
2037 - 2041	10,316
Total	<u>\$ 1,071,495</u>

Note 12 - Prior Period Adjustments

A summary of significant Net Position adjustments is as follows:

Exhibit B - Statement of Activities

<u>Explanation(s)</u>	<u>Amount</u>
Adjustments were made to correctly present capital assets at year end.	\$ <u>15,750</u>

Note 13 - Effect of Deferred Amounts on Net Position

The net investment in capital assets amount \$14,042,196 includes the effects of deferring the recognition of expenditures resulting from a deferred outflow from advance refunding of school district debt. The \$41,364 balance of the deferred outflow of resources at June 30, 2016 will be recognized as an expense and will decrease the net investment in capital assets over the coming years.

The unrestricted net position amount of (\$19,311,480) includes the effect of deferring the

Forrest County School District

Notes to the Financial Statements For the Year Ended June 30, 2016

recognition of expenses resulting from a deferred outflow from pensions. The \$6,527,580 balance of deferred outflow of resources, at June 30, 2016 will be recognized as an expense and will decrease the unrestricted net position over the next 3 years.

The unrestricted net position amount of (\$19,311,480) includes the effect of deferring the recognition of revenue resulting from a deferred inflow from pensions. The \$774,966 balance of deferred inflow of resources, at June 30, 2016 will be recognized as a revenue and will increase the unrestricted net position over the next 4 years.

Note 14 - Insurance Loss Recoveries

The Forrest County School District received \$6,455 in insurance loss recoveries related to school bus damage during the 2015-2016 fiscal year. In the government-wide Statement of Activities, the insurance loss recoveries were reported as general revenues.

Note 15 - Subsequent Events

Events that occur after the Statement of Net Position date but before the financial statements are available to be issued must be evaluated for recognition or disclosure. The effects of subsequent events that provide evidence about conditions that existed at the Statement of Net Position date are recognized in the accompanying financial statements. Subsequent events which provide evidence about conditions that existed after the Statement of Net Position date require disclosure in the accompanying notes. Management of the Forrest County School District evaluated the activity of the district through the date the financial statements were available to be issued, and determined that no subsequent events have occurred requiring disclosure in the notes to the financial statement.

REQUIRED SUPPLEMENTARY INFORMATION

FORREST COUNTY SCHOOL DISTRICT

Required Supplementary Information

Budgetary Comparison Schedule

General Fund

For the Year Ended June 30, 2016

	Budgeted Amounts		Actual (GAAP Basis)	Variances Positive (Negative)	
	Original	Final		Original to Final	Final to Actual
Revenues:					
Local sources	\$ 7,019,367	\$ 7,412,071	\$ 7,412,071	\$ 392,704	\$ -
State sources	11,070,137	10,968,628	10,968,628	(101,509)	-
Federal sources	282,975	596,073	545,699	313,098	(50,374)
Sixteenth section sources	141,198	180,259	230,633	39,061	50,374
Total Revenues	18,513,677	19,157,031	19,157,031	643,354	-
Expenditures:					
Instruction	11,179,607	10,533,983	10,535,352	645,624	(1,369)
Support services	8,101,908	7,402,767	7,417,645	699,141	(14,878)
Noninstructional services	72,480	80,194	80,194	(7,714)	-
Sixteenth section	44,940	66,739	66,739	(21,799)	-
Debt service:					
Principal	28,010	5,333	5,333	22,677	-
Interest	22,722	22,710	22,710	12	-
Total Expenditures	19,449,667	18,111,726	18,127,973	1,337,941	(16,247)
Excess (Deficiency) of Revenues over (under) Expenditures	(935,990)	1,045,305	1,029,058	1,981,295	(16,247)
Other Financing Sources (Uses):					
Insurance recovery	-	6,455	6,455	6,455	-
Operating transfers in	1,404,227	1,055,554	260,815	(348,673)	(794,739)
Operating transfers out	(1,015,170)	(1,036,070)	(225,084)	(20,900)	810,986
Total Other Financing Sources (Uses)	389,057	25,939	42,186	(363,118)	16,247
Net Change in Fund Balances	(546,933)	1,071,244	1,071,244	1,618,177	-
Fund Balances:					
July 1, 2015	3,999,873	6,408,011	6,408,011	2,408,138	-
June 30, 2016	\$ 3,452,940	\$ 7,479,255	\$ 7,479,255	\$ 4,026,315	\$ -

The notes to the required supplementary information are an integral part of this schedule.

FORREST COUNTY SCHOOL DISTRICT

Required Supplementary Information

**Budgetary Comparison Schedule
School Food Service Fund
For the Year Ended June 30, 2016**

	Budgeted Amounts		Actual (GAAP Basis)	Variances Positive (Negative)	
	Original	Final		Original to Final	Final to Actual
Revenues:					
Local sources	\$ 303,700	\$ 207,536	\$ 207,536	\$ (96,164)	\$ -
State sources	14,500	14,708	14,708	208	-
Federal sources	1,363,445	1,431,820	1,431,820	68,375	-
Total Revenues	1,681,645	1,654,064	1,654,064	(27,581)	-
Expenditures:					
Support services	179,749	191,880	191,880	(12,131)	-
Noninstructional services	1,551,975	1,441,156	1,441,156	110,819	-
Total Expenditures	1,731,724	1,633,036	1,633,036	98,688	-
Excess (Deficiency) of Revenues over (under) Expenditures	(50,079)	21,028	21,028	71,107	-
Other Financing Sources (Uses):					
Sale of other property	-	4,761	4,761	4,761	-
Operating transfers out	(172,393)	(150,938)	(150,938)	21,455	-
Total Other Financing Sources (Uses)	(172,393)	(146,177)	(146,177)	26,216	-
Net Change in Fund Balances	(222,472)	(125,149)	(125,149)	97,323	-
Fund Balances:					
July 1, 2015, as previously reported	400,000	875,450	875,450	475,450	-
Prior period adjustment	-	343	-	343	(343)
July 1, 2015, as restated	400,000	875,793	875,450	475,793	(343)
Increase (Decrease) in inventory	-	-	343	-	343
June 30, 2016	\$ 177,528	\$ 750,644	\$ 750,644	\$ 573,116	\$ -

The notes to the required supplementary information are an integral part of this schedule.

FORREST COUNTY SCHOOL DISTRICT

Required Supplementary Information

**Budgetary Comparison Schedule
Title I-A Basic Fund
For the Year Ended June 30, 2016**

	Budgeted Amounts		Actual (GAAP Basis)	Variances Positive (Negative)	
	Original	Final		Original to Final	Final to Actual
Revenues:					
Federal sources	\$ 1,252,625	\$ 1,207,598	\$ 1,207,598	\$ (45,027)	\$ -
Total Revenues	1,252,625	1,207,598	1,207,598	(45,027)	-
Expenditures:					
Instruction	843,201	772,349	772,349	70,852	-
Support services	356,898	372,192	372,192	(15,294)	-
Noninstructional services	12,526	22,691	22,691	(10,165)	-
Total Expenditures	1,212,625	1,167,232	1,167,232	45,393	-
Excess (Deficiency) of Revenues over (under) Expenditures	40,000	40,366	40,366	366	-
Other Financing Sources (Uses):					
Operating transfers out	(40,000)	(40,366)	(40,366)	(366)	-
Total Other Financing Sources (Uses)	(40,000)	(40,366)	(40,366)	(366)	-
Net Change in Fund Balances	-	-	-	-	-
Fund Balances:					
July 1, 2015	-	-	-	-	-
June 30, 2016	\$ -	\$ -	\$ -	\$ -	\$ -

The notes to the required supplementary information are an integral part of this schedule.

Forrest County School District

Schedule of the District's Proportionate Share of the Net Pension Liability

PERS

Last 10 Fiscal Years*

	<u>2016</u>	<u>2015</u>
District's proportion of the net pension liability (asset) \$	32,804,100	24,782,985
District's proportionate share of the net pension liability (asset)	0.212214%	0.204174%
District's covered - employee payroll	13,257,943	12,476,070
District's proportionate share of the net pension liability (asset) as a percentage of its covered - employee payroll	247.43%	198.64%
Plan fiduciary net position as a percentage of the total pension liability	61.70%	67.21%

The notes to the required supplementary information are an integral part of this schedule.

* The amounts presented for each fiscal year were determined as of the measurement date of 6/30 of the year prior to the fiscal year presented.

This schedule is presented to illustrate the requirement to show information for 10 years. However, GASB 68 was implemented in FYE 6/30/15, and, until a full 10-year trend is compiled, the District has only presented information for the years in which information is available.

Forrest County School District
Schedule of District Contributions
PERS
Last 10 Fiscal Years*

	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 2,077,547	2,088,126
Contributions in relation to the contractually required contribution	2,077,547	2,088,126
Contribution deficiency (excess)	<u>\$ -</u>	<u>-</u>
District's covered - employee payroll	13,190,775	13,257,943
Contributions as a percentage of covered - employee payroll	15.75%	15.75%

The notes to the required supplementary information are an integral part of this schedule.

Forrest County School District

Notes to the Required Supplementary Information
For the Year Ended June 30, 2016

Budgetary Comparison Schedules

(1) Basis of Presentation

The Budgetary Comparison Schedules present the original legally adopted budget, the final legally adopted budget, the actual data on the GAAP basis, variances between the original budget and the final budget, and variances between the final budget and the actual data.

(2) Budget Amendments and Revisions

The budget is adopted by the school board and filed with the taxing authority. Amendments can be made on the approval of the school board. By statute, final budget revisions must be approved on or before October 15. A budgetary comparison is presented for the General Fund and each major Special Revenue Fund consistent with accounting principles generally accepted in the United States of America.

Pension Schedules

(1) Changes of benefit terms

None.

(2) Changes of assumptions

In 2015 and later, the expectation of retired life mortality was changed to the RP-2014 Healthy Annuitant Blue Collar Table projected to 2016 using Scale BB rather than the RP-2000 Mortality Table, which was used prior to 2015. In 2015, the expectation of disabled mortality was changed to the RP-2014 Disabled Retiree Table, rather than the RP-2000 Disabled Mortality Table, which was used prior to 2015. Withdrawal rates, pre-retirement mortality rates, disability rates and service retirement rates were also adjusted to more closely reflect actual experience. In 2015, assumed rates of salary increase were adjusted to more closely reflect actual experience. Finally, the price inflation and investment rate of return assumptions were changed from 3.50% to 3.00% and 8.00% to 7.75%, respectively.

SUPPLEMENTARY INFORMATION

FORREST COUNTY SCHOOL DISTRICT
 Schedule of Expenditures of Federal Awards
 For the Year Ended June 30, 2016

Federal Grantor/ Pass-through Grantor/ Program Title/	Catalog of Federal Domestic Assistance No.	Federal Expenditures
<u>U. S. Department of Agriculture</u>		
Passed-through the Mississippi Department of Education:		
Child Nutrition Cluster:		
School Breakfast Program	10.553	\$ 404,928
National School Lunch Program	10.555	1,026,892
Total Child Nutrition Cluster		<u>1,431,820</u>
Total passed-through the Mississippi Department of Education		<u>1,431,820</u>
Passed-through the Forrest County:		
Schools and Roads - Grants to States	10.665	68,419
Total passed-through the Forrest County		<u>68,419</u>
Total U.S. Department of Agriculture		<u><u>1,500,239</u></u>
<u>U. S. Department of Education</u>		
Passed-through the Mississippi Department of Education:		
Title I Grants to Local Educational Agencies	84.010	1,207,598
Career and Technical Education - Basic Grants to States	84.048	38,568
Rehabilitation Services - Vocational Rehabilitation Grants to States	84.126	1,316
Supportive Effective Instruction State Grant	84.367	145,334
Subtotal		<u>1,392,816</u>
Special Education Cluster:		
Special Education - Grants to States	84.027	639,637
Special Education - Preschool Grants	84.173	26,180
Total Special Education Cluster		<u>665,817</u>
Total passed-through the Mississippi Department of Education		<u>2,058,633</u>
Total U.S. Department of Education		<u><u>2,058,633</u></u>
<u>U.S. Department of Health and Human Services</u>		
Passed-through the Mississippi Department of Education:		
Medical Assistance Program	93.778	106,533
Total passed-through the Mississippi Department of Education		<u>106,533</u>
Total U. S. Department of Health and Human Services		<u><u>106,533</u></u>
Total for All Federal Awards		<u><u>\$ 3,665,405</u></u>

The notes to the supplementary information are an integral part of this schedule.

FORREST COUNTY SCHOOL DISTRICT

Schedule of Instructional, Administrative and Other Expenditures - Governmental Funds
For the Year Ended June 30, 2015

Expenditures	Total	Instruction and Other Student Instructional Expenditures	General Administration	School Administration	Other
Salaries and fringe benefits \$	17,895,332	13,039,817	1,194,442	1,244,905	2,416,168
Other	5,182,434	1,383,162	414,358	46,961	3,337,953
Total	\$ 23,077,766	14,422,979	1,608,800	1,291,866	5,754,121
Total number of students *	<u>2,275</u>				
Cost per student	\$ <u>10,144</u>	<u>6,340</u>	<u>707</u>	<u>568</u>	<u>2,529</u>

For purposes of this schedule, the following columnar descriptions are applicable:

Instruction and Other Student Instructional Expenditures - includes the activities dealing directly with the interaction between teachers and students. Included here are the activities of teachers, teachers aides or classroom assistants of any type.

General Administration - includes expenditures for the following functions: Support Services - General Administration and Support Services - Business.

School Administration - includes expenditures for the following functions: Support Services - School Administration.

Other - includes all expenditure functions not included in Instruction or Administration categories.

* Includes the number of students reported on the ADA report submission for month 9, which is the final submission for the fiscal year

The notes to the supplementary information are an integral part of this schedule.

Forrest County School District

Notes to the Supplementary Information
For the Year Ended June 30, 2016

- (1) Schedule of Expenditures of Federal Awards
 - a. The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the school district and is presented on the same basis of accounting and the same significant accounting policies, as applicable, as those used for the financial statements; however, the expenditures include transfers out. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Such expenditures are recognized following, as applicable, either the cost principles in OMB Circular A-87, Cost Principles for State, Local and Indian Tribal Governments, or the cost principles contained in Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Because the schedule presents only a selected portion of the operations of the school district, it is not intended to and does not present the financial position, changes in net position, or cash flows of the school district.
 - b. The pass-through entities did not assign identifying numbers to the school district.
 - c. The school district did not elect to use the 10% de minimis indirect cost rate.
 - d. Donated commodities of \$101,055 are included in the National School Lunch Program.
- (2) Schedule of Instructional Administrative and Other Expenditures - Governmental Funds
 - a. This schedule is presented on the same basis of accounting and the same significant accounting policies, as applicable, as those used for the financial statements.

OTHER INFORMATION

FORREST COUNTY SCHOOL DISTRICT

Statement of Revenues, Expenditures and Changes in Fund Balances
 General Fund
 Last Four Years

"UNAUDITED"

	2016	2015*	2014*	2013*
Revenues:				
Local sources	\$ 7,412,071	7,524,546	7,117,175	6,736,785
State sources	10,968,628	10,596,603	9,791,946	10,077,001
Federal sources	545,699	409,989	241,896	269,746
Sixteenth section sources	230,633	199,030	-	-
Total Revenues	<u>19,157,031</u>	<u>18,730,168</u>	<u>17,151,017</u>	<u>17,083,532</u>
Expenditures:				
Instruction	10,535,352	10,658,023	10,183,181	9,781,972
Support services	7,417,645	7,587,581	7,806,505	7,132,629
Noninstructional services	80,194	75,873	77,599	79,567
Sixteenth section	66,739	96,299	-	-
Facilities acquisition and construction	-	81,904	49,068	-
Debt service:				
Principal	5,333	10,520	10,328	10,139
Interest	22,710	23,755	18,945	584
Total Expenditures	<u>18,127,973</u>	<u>18,533,955</u>	<u>18,145,626</u>	<u>17,004,891</u>
Excess (Deficiency) of Revenues over (under) Expenditures	<u>1,029,058</u>	<u>196,213</u>	<u>(994,609)</u>	<u>78,641</u>
Other Financing Sources (Uses):				
Notes issued	-	-	-	200,000
Insurance recovery	6,455	-	16,916	-
Sales of transportation equipment	-	-	-	5,775
Operating transfers in	260,815	316,135	748,493	383,081
Operating transfers out	(225,084)	(345,756)	(963,542)	(1,399,311)
Total Other Financing Sources (Uses)	<u>42,186</u>	<u>(29,621)</u>	<u>(198,133)</u>	<u>(810,455)</u>
Net Change in Fund Balances	<u>1,071,244</u>	<u>166,592</u>	<u>(1,192,742)</u>	<u>(731,814)</u>
Fund Balances:				
July 1, as previously reported	6,408,011	6,183,221	7,375,963	8,107,777
Fund reclassification	-	58,198	-	-
July 1, as restated	<u>6,408,011</u>	<u>6,241,419</u>	<u>7,375,963</u>	<u>8,107,777</u>
June 30,	<u>\$ 7,479,255</u>	<u>6,408,011</u>	<u>6,183,221</u>	<u>7,375,963</u>

*SOURCE - PRIOR YEAR AUDIT REPORTS

FORREST COUNTY SCHOOL DISTRICT

Statement of Revenues, Expenditures and Changes in Fund Balances
All Governmental Funds
Last Four Years

"UNAUDITED"

	2016	2015*	2014*	2013*
Revenues:				
Local sources	\$ 7,951,611	8,145,094	7,697,369	7,335,589
State sources	11,891,242	11,493,752	10,679,281	10,974,915
Federal sources	4,027,014	3,682,301	3,628,662	3,643,013
Sixteenth section sources	282,087	277,841	313,485	376,120
Total Revenues	<u>24,151,954</u>	<u>23,598,988</u>	<u>22,318,797</u>	<u>22,329,637</u>
Expenditures:				
Instruction	12,305,894	12,354,029	11,839,030	11,614,998
Support services	8,457,063	8,529,605	8,858,223	8,129,513
Noninstructional services	1,544,084	1,357,066	1,270,465	1,353,091
Sixteenth section	70,297	124,143	172,236	73,378
Facilities acquisition and construction	5,099	81,904	678,641	1,641,517
Debt service:				
Principal	568,483	557,078	766,405	742,035
Interest	122,022	137,492	152,654	153,793
Other	4,824	5,230	4,724	9,059
Total Expenditures	<u>23,077,766</u>	<u>23,146,547</u>	<u>23,742,378</u>	<u>23,717,384</u>
Excess (Deficiency) of Revenues over (under) Expenditures	<u>1,074,188</u>	<u>452,441</u>	<u>(1,423,581)</u>	<u>(1,387,747)</u>
Other Financing Sources (Uses):				
Bonds and notes issued	-	-	-	200,000
Insurance recovery	6,455	-	16,916	-
Payment held by escrow agent	135,771	52,976	51,206	49,462
Payment to QSCB debt escrow agent	(135,771)	(52,976)	(51,206)	(49,462)
Sale of transportation equipment	-	-	-	5,775
Sale of other property	4,761	-	-	-
Operating transfers in	953,377	661,891	1,731,003	1,783,301
Other financing sources	-	-	5,203	-
Operating transfers out	(953,377)	(661,891)	(1,731,003)	(1,783,301)
Other financing uses	-	-	-	(4,697)
Total Other Financing Sources (Uses)	<u>11,216</u>	<u>-</u>	<u>22,119</u>	<u>201,078</u>
Net Change in Fund Balances	<u>1,085,404</u>	<u>452,441</u>	<u>(1,401,462)</u>	<u>(1,186,669)</u>
Fund Balances:				
July 1, as previously reported	10,164,287	9,720,677	11,123,490	12,299,733
Increase (decrease) in inventory	343	(8,831)	(1,351)	10,426
June 30,	<u>\$ 11,250,034</u>	<u>10,164,287</u>	<u>9,720,677</u>	<u>11,123,490</u>

*SOURCE - PRIOR YEAR AUDIT REPORTS

REPORTS ON INTERNAL CONTROL AND COMPLIANCE

FORTENBERRY & BALLARD, PC
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON
AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS*

Superintendent and School Board
Forrest County School District

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Forrest County School District, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the Forrest County School District's basic financial statements, and have issued our report thereon dated December 28, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the school district's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the school district's internal control. Accordingly, we do not express an opinion on the effectiveness of the school district's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Forrest County School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Fortenberry & Ballard, PC

Fortenberry & Ballard, PC
December 28, 2016

Certified Public Accountants

FORTENBERRY & BALLARD, PC
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR
FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER
COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

Superintendent and School Board
Forrest County School District

Report on Compliance for Each Major Federal Program

We have audited Forrest County School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on Forrest County School District's major federal program for the year ended June 30, 2016. The Forrest County School District's major federal program is identified in the summary of the auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for Forrest County School District's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the school district's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for its major federal program. However, our audit does not provide a legal determination on the school district's compliance.

Opinion on Each Major Federal Program

In our opinion, the Forrest County School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of the Forrest County School District is responsible for establishing and maintaining effective internal control over compliance with the type of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Forrest County School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the school district's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Fortenberry & Ballard, PC

Fortenberry & Ballard, PC
December 28, 2016

Certified Public Accountants

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH
STATE LAWS AND REGULATIONS

FORTENBERRY & BALLARD, PC
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH
STATE LAWS AND REGULATIONS

Superintendent and School Board
Forrest County School District

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Forrest County School District as of and for the year ended June 30, 2016, which collectively comprise Forrest County School District's basic financial statements and have issued our report thereon dated December 28, 2016. We conducted our audit in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Section 37-9-18(3)(a), Miss. Code Ann. (1972), states in part, "the auditor shall test to ensure that the school district is complying with the requirements of Section 37-61-33(3)(a)(iii), Miss. Code Ann. (1972), relating to classroom supply funds." As required by the state legal compliance audit program prescribed by the Office of the State Auditor, we have also performed procedures to test compliance with certain other state laws and regulations. However, providing an opinion on compliance with all state laws and regulations was not an objective of our audit and, accordingly, we do not express such an opinion.

The results of our procedures performed to test compliance with the requirements of Section 37-61-33(3)(a)(iii), Miss. Code Ann. (1972), disclosed no instances of noncompliance. The district reported \$0 of classroom supply funds carried over from previous years.

Section 37-9-18(3)(b), Miss. Code Ann. (1972), states in part, "the auditor shall test to ensure correct and appropriate coding at the function level. The audit must include a report showing the correct and appropriate functional level expenditure codes in expenditures by the school district."

The results of our procedures performed to test compliance with the requirements of Section 37-9-18(3)(b), Miss. Code Ann. (1972), disclosed no instances of noncompliance related to incorrect or inappropriate functional level expenditure coding.

As required by the state legal compliance audit program prescribed by the Office of the State Auditor, we have also performed procedures to test compliance with certain other state laws and regulations. However, providing an opinion on compliance with all state laws and regulations was not an objective of our audit and, accordingly, we do not express such an opinion.

The results of procedures performed to test compliance with certain other state laws and regulations and our audit of the financial statements did not disclose any instances of noncompliance with other state laws and regulations.

1929 SPILLWAY ROAD, SUITE B
BRANDON, MISSISSIPPI 39047
TELEPHONE 601-992-5292 FAX 601-992-2033

This report is intended solely for the information and use of the school board and management, entities with accreditation overview, and federal awarding agencies, the Office of the State Auditor and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited.

FORTENBERRY & BALLARD, PC

Fortenberry & Ballard, PC
December 28, 2016

Certified Public Accountants

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Forrest County School District

**Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2016**

Section I: Summary of Auditor's Results

Financial Statements:

1. Type of auditor's report issued: Unmodified.
2. Internal control over financial reporting:
 - a. Material weakness(es) identified? No.
 - b. Significant deficiency(ies) identified? None reported.
3. Noncompliance material to financial statements noted? No.

Federal Awards:

4. Internal control over major programs:
 - a. Material weakness(es) identified? No.
 - b. Significant deficiency(ies) identified? None reported.
5. Type of auditor's report issued on compliance for major programs: Unmodified
6. Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? No.
7. Identification of major programs:

<u>CFDA Numbers:</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I Grants to Local Educational Agencies

8. Dollar threshold used to distinguish between type A and type B programs: \$750,000.
9. Auditee qualified as low-risk auditee? Yes.

Section II: Financial Statements Findings

The results of our tests did not disclose any findings related to the financial statements that are required to be reported by *Government Auditing Standards*.

Section III: Federal Awards Findings and Questioned Costs

The results of our tests did not disclose any findings and questioned costs related to the federal awards.

History Log

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - EARL TRAVILLION ATTENDANCE CENTER (1800036) Public School - School Plan - Rev 3

Date	User	Status (S) / Comment (C)	S / C
8/21/2017 4:54:36 PM	vicki kibodeaux	Status changed to 'LEA School Plan Reviewer Returned Not Approved'.	S
8/8/2017 2:47:14 PM	vicki kibodeaux	Status changed to 'School Plan Reviewer Approved'.	S
8/8/2017 2:47:09 PM	vicki kibodeaux	Status changed to 'Revision Completed'.	S
8/8/2017 2:36:03 PM	vicki kibodeaux	Status changed to 'Revision Started'.	S

School Planning Summary

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - EARL TRAVILLION ATTENDANCE CENTER (1800036) Public School - School Plan - Rev 3

Briefly describe the process the planning team used to develop the Schoolwide Plan.

The process involved conducting a needs assessment in the areas of curriculum, parental involvement, staff development, discipline, MKAS, NWEA MAP, iReady, and smart track surveys. The needs assessment includes input from all of the departments in the school. Parents play a vital role in analyzing the effectiveness of activities that give parents opportunities to be involved in the educational process. Therefore, data from a parental/community needs assessment is also included. The ETAC P-16 Community Council also conducted a needs assessment. The results were reviewed in each P-16 Council Meeting. The entire process involves analyzing the data, identifying strengths and weaknesses, determining priorities, and solutions.

Crossing has a smaller percentage of Hispanic residents than both Mississippi, by 2.1%, and the United States, by 16.2%. Most families (81.0%) in Palmers Crossing are classified as small, meaning they have two or three members. There's a higher percent of small families than there are in Hattiesburg. Palmers Crossing was the center of activity for the Mississippi Freedom Democratic Party in the 1960s. The Palmers community is a poverty stricken area with few businesses and/or growth. Approximately 61.1% of the community have an annual income below \$25,000. The community is in the heart of the industrial park, but does not produce the majority of jobs available.

In 15-16, under new leadership, the primary focus was on improving school culture through consistent implementation of the discipline policy and the positive behavior intervention support program. This resulted in improved teacher retention, student attendance, and fewer discipline issues by the end of the 15-16 school year. Earl Trivillion attendance center is in the turn around process. With low performance data, high levels of discipline, and attendance, the school previously did not meet goals, AMOs, or growth expectations. During the 2015-2016 school year leadership conducted an aggressive campaign to improve the culture of the school. Focus was given to effective PBIS steps, positive collegial exchanges, increase professional development in the areas of collaboration, effective instructional practices, and data analysis. Through these efforts an increase in growth in all areas is noted according to recent Questar MAP data. The reasons needed for cultural and academic changes are to make a direct impact on student achievement and educator performance.

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness		
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	
Proficiency																	
Growth All Students																	
Growth Low 25%																	
	2014-15																
Accountability Grade	[Select...]																
Total Points	2015-16																
	[Select...]																

High Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

school to post-secondary.

Transitions that are applicable to our school are pre-k to kindergarten and middle school to high school. Children from local pre-k programs are invited to Kindergarten RoundUp the spring before their kindergarten year. During this time, the students participate in a tour of the school. They meet the kindergarten teachers and are given a prep pack for the new school year. The prep pack includes flashcards, picture books, and story books. Parents are also given the opportunity to register their children for upcoming school year. Additionally, Kindergarten Discovery is offered to all incoming kindergarten students to begin the instructional process and familiarize students with the school to ease the transitions. Kindergarten Discovery is a 4 week summer program aimed at incoming kindergarten students. Students get a start on academic skills and get acclimated to the school environment.

All 8th graders participate in a field trip to the feeder high school. During this trip students are introduced to faculty, staff and administration. They learn about their college and career readiness programs, academic tracks for selection, and a direct explanation of the graduation options. Students complete paperwork to begin academic program selection. Parents are given information as well to begin the registration process.

consistent high numbers indicating that students desire to attend school. All of which, positively impacts student achievement.

What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

When students are suspended, students are given an opportunity to complete make up work either at home and/or when they return. Students have access to instructional materials and online resources while on suspension. When students return they are provided time, space, and assistance to make up assignments and continue intervention pull-out. Earl Travillion revised and implemented an effective PBIS program to ensure a focus was placed on positive behavior and expectations. All teachers and students were trained on the tenants of the ETAC PBIS model and are reminded regularly through daily announcements, posters/literature across campus, and through ongoing rewards. School-wide assemblies are held for students meeting their monthly PBIS goal. This spreads the positive energy across the campus. Additionally, Capturing Kids Hearts is the model implemented for reaching troubled/at-risk students in this high poverty community. Teachers receive feedback from classroom observations and PLCs helping to reinforce school-wide expectations and positive relationships. Regular parent contacts and conferences are conducted to ensure open communication exists between home and school. Each student is given a school planner to also increase communication. Parents receive weekly newsletters from the teachers and a monthly newsletter from the principal. All correspondence is translated by the ELL Specialist to ensure all parents have access to important information regarding their child(ren).

Summarize other factors impacting climate and culture. (optional)

The previous administration from the 2014-15 school year, was ineffective at targeting trouble areas or creating a focus on the tier process for behavior. Therefore, a school-wide positive behavior intervention system had to be revisited. Teachers needed training on classroom development and parents needed more interaction through parent nights. Without parental support in the past, the discipline plan was ineffective resulting in high absences and suspensions. The low morale among the staff also impacted climate and culture. Teachers yielded high absentee and poor performance in the classroom.

Currently, discipline is no longer a negative factor impacting student achievement. The culture and climate encourage academic learning and high expectations. This is evidenced by the number of students qualifying for the monthly PBIS reward, the percentage indicated on our average daily attendance report, and the decline in discipline referrals and negative behaviors.

*UnVsc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)
 **SA - State Assessment

Mathematics - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

PROGRESS: NWEA RIT Growth Comparison for grades K-7 include scores from spring 14-15 to spring 15-16. ETAC did not serve 8th grade until the 15-16 school year. Therefore, no growth comparison is available.

PROGRESS UNDERLYING REASONS:

Improved culture and climate initiating a focus on instruction
 Strong implementation of Boost intervention program with fidelity
 Implementation of iReady/Ready math instruction

CHALLENGES:

Small RIT growth in cohort groups for each grade level.

CHALLENGES UNDERLYING REASONS

Weak teacher capacity in 7/8th grade math
 Weak skills
 Numerous IEP and ELL students
 Need for stronger math skills K-8

Subject Area Data Grades 9-12

Year	Algebra	Biology	English	U. S. History
2015	Select...	Select...	Select...	Select...
2016	Select...	Select...	Select...	Select...

**SATP2/SATP3 Assessment (% Proficient and Above)

Subject Area - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

N/A

ESEA Annual Measurable Objectives

Reading/Language Arts

Group	2014-2015		2015-2016	
	AMO Goal	%Prof	AMO Goal	%Prof
All				
All/AN				

employed.

In order to retain high qualified teachers, professional development will be provided through district-wide and school-wide opportunities. The training will be on-going and based on scientific strategies. Trainings will be conducted through the use of district personnel, school personnel, MDE trainers, and outside consultants/resources. Some of the training will include, but not limited to, Classroom Management, Technology Integration, Behavior Interventions, LETRs, and other needs indicated from survey.

Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.

The Boost intervention program is implemented to provide intensive support to students identified in Tier 2 and Tier 3. A remediation block was implemented into the new master schedule to provide classroom teachers with additional time to provide tier 1 instruction/remediation /enrichment for all students. Teachers utilize data during professional learning communities to help make instructional decisions weekly. Newly hired teachers participate in new teacher induction to gain additional skills regarding the use of the Madelyn Hunter instructional model. Lastly, ongoing professional development is given to support teacher use of supplemental instructional resources.

Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.

Web-based supplemental instructional resources such as iReady-reading and math, Moby Max, and Successmaker are used to target deficit skills for each individual student. Title I funds are used to provide both iReady programs. Focus funds are used to provide Moby Max. Diagnostic data is collected and used to develop individual learning paths for each student. The progress is monitored monthly and used to make instructional decisions. Print materials such Ready reading and writing , My Math, and Envisions print resources are used to supplement classroom instruction for student practice on required skills taught. Additionally, the Boost intervention program is implemented to provide intensive support to students identified in Tier 2 and Tier 3. A remediation block was implemented into the new master schedule to provide classroom teachers with additional time to provide tier 1 instruction/remediation/enrichment for all students.

Teachers specifically use the following web-based resources: iReady, Study Island, Moby Max, Successmaker, School Status, and AR provided by Renaissance Learning. The teachers use print resources such Ready, My Math, and envisions consumables. We also use a variety of technology to enhance instruction: Chromebooks, JTouch smartboards, and desktops computers to ensure access to our web-based resources.

Through the review of data and effective implementation of all resources, student academic achievement is growing.

Describe the school's instructional plan and how the plan is based on scientific/evidence based research and strengthens the core academic program of the school.

The Forrest County School District utilizes the research based Madeline Hunter instructional model that provides high yield hinge-point

School Plan - Dimension 3: Professional Development

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - EARL TRAVILLION ATTENDANCE CENTER (1800036) Public School - School Plan - Rev 3

Professional Development Planning

Identified Priority Needs	Data Sources
Positive Behavior Strategies	Needs Assessment
Vocabulary Training	Needs Assessment /Observations
Data Analysis and Collection	Observations/PLC discussions
Understanding State Standards	Needs Assessment/Observations/Test Scores
Research-based Strategies	Test Scores/Needs Assessment

Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).

Our professional development is aligned to state standards and is implemented with fidelity and consistency. Professional development is identified through a needs assessment completed by the certified staff. Results are analyzed and compared to the learning forward standards. We then identify which PD need is related to each learning forward standard. Therefore, the final professional development plan is correlated to the learning forward standards. This will increase instructional practices and improve the achievement gap. Our school does not have a gap between low-income and minority students from other students because we are 98% poverty.

Positive Behavior Strategies will be reviewed and discussed for the current school year and examples of effective classroom management strategies will be discussed and provided. Appropriate websites, reading material, and resources will be provided that are aligned to the learning forward standard leadership. Best practices strategies will be demonstrated to assist faculty with positive behavior management. Additional professional development designed to improve positive behavior and decrease discipline issues will make a positive impact on student achievement. An increase of time on task and reduction of in-school and out of school suspensions are expected due to the improvement of classroom management school-wide.

professional development sessions aligned to the learning forward standards are listed below:

Learning Forward Standard: Data

Activity: BOY Data Review and Goal Setting **Description:** Teachers will be trained in analyzing data for the previous school year and using the new diagnostic data to adjust instruction and make appropriate instructional decisions for students. Using student data for instruction will have substantial impact on student outcomes.

Activity: Data Triangulation **Description:** Teachers will be trained in looking at students assessment results from multiple data points: NWEA, STAR, i-Ready, Successmaker, MAP, etc. The training will show teachers how to use all the data together to be able to address the strengths and deficiencies of all students and make the appropriate instructional adjustments and student assignments; thereby, helping close the achievement gap of all students.

Learning Forward Standard: Learning Designs

Activity: Increasing Rigor with Research Based Instructional Strategies **Description:** Teacher will be provided with research-based instructional strategies that can be used in order to increase rigor in which standards are taught and/or assessed.

Activity: Scaffolding Document Review **Description:** Faculty and staff will be provided with a review of resources and information on how to effectively use the MDE Scaffolding Document and plan instruction to meet the needs of all students.

Learning Forward Standard: Learning Designs/Data/Learning Communities

Activity: Writing Rubrics and Annotations **Description:** Teachers will be trained on how to effectively use writing rubrics with annotations in order to improve writing instruction and learning outcomes.

Activity: iReady Technology Training **Description:** Teachers will be trained in PLCs on how to read and interpret iReady data effectively. This session is designed to help teacher develop instructional plan and interventions using the iReady curriculum and online resources.

Learning Forward Standard: Leadership

Activity: Title I School-wide Planning **Description:** The entire team will learn about the school-wide plan, Title I requirements, and effective practices for improving parent and family engagement. Teachers will provide input on the plan and school-wide goals.

School Plan - Dimension 4: Family and Community Involvement

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - EARL TRAVILLION ATTENDANCE CENTER (1800036) Public School - School Plan - Rev 3

Family and Community Involvement

Identified Priority Needs	Data Sources
Parent Trainings	Comprehensive Needs Assessment/Parent Meetings
Continued Community Partnerships	Comprehensive Needs Assessment

Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.

A challenge our school faced in the past was poor parental involvement at school parent meetings. Parents did not show interest in trainings and events held throughout the school year. These sessions provide valuable information to help their child at home and/or access to community resources available to them. However, we conducted a needs assessment to gain insight from the parents regarding what they needed to help them be more connected to our school. So we now share monthly with parents via meetings, trainings, newsletters, and social media. This has made a significant impact on our parental involvement. Additionally, we've increased our number of community partnerships. Our community partners provide direct services and/or resources for students and parents such as school uniforms, equipment, tutorial services, and rewards.

Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?

To address Parental and Community Involvement the school provides periodic meetings to discuss local partnerships and parent feedback. Monthly literacy nights and PTO meetings are conducted for families where parents are given opportunities to discuss the components of the school-wide plan, student assessment data, and other information necessary to help improve student achievement. At the Title I Annual Meeting, the state assessment results are explained. When student assessment results are available, parents will be asked to attend a meeting where the results will be explained to them. Parents are kept up to date with weekly newsletters and are required to sign weekly assessments. Additionally, parents have access to students grades, discipline, and attendance through the use of Active Parent.

The P-16 Community Council meetings assist with providing parents a platform to share their concerns and request support for improving

School Plan - Dimension 5: School Context and Organization

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - EARL TRAVILLION ATTENDANCE CENTER (1800036) Public School - School Plan - Rev 3

Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)

Year	K	1	2	3	4	5	6	7	8
2014-15	25:1	20	26:1	18:1	18:1	22:1	16:1	17:1	0
2015-16	20:1	18:1	18:1	23:1	23:1	29:1	27:1	23:1	24:1

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	Yes	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	Yes	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	Yes	
Stakeholders take part in developing solutions to identified problems.	Yes	

Describe the need for class size reduction teachers.

N/A

	<p>professional learning community agendas.</p>
<p>School Context and Organization</p>	<p>Our PBIS school-wide effort is working because the number of discipline referrals and suspensions have decreased. Our community volunteers continue to support our students in classroom due to the positive environment.</p>
<p>Curriculum and Instruction</p>	<p>The increase of technology resources is working because teachers and students have access to instructional materials/programs to improve achievement. This is evidenced by PLC observations and development as well as classroom observations.</p>
<p>Family &</p>	

	<ul style="list-style-type: none"> · Utilize research based strategies to build teacher capacity in CCRS and Technology
<p style="text-align: center;">School Context and Organization</p>	<ul style="list-style-type: none"> · Continuation of PBIS and school-wide behavior supports · Improved relationships between all through on-going implementation of Capturing Kids Hearts · Continuation of volunteers and tutoring for all students
<p style="text-align: center;">Curriculum and Instruction</p>	<ul style="list-style-type: none"> · Integration of technology in the classroom in the area of instruction and assessment through the use of iReady, Successmaker and AR · Vertical and horizontal planning amongst teachers · Teacher coaching and lesson modeling through the use of the Professional Development Interventionist and PLCs · Implementation of research based strategies
<p style="text-align: center;">Family & Community Involvement</p>	<ul style="list-style-type: none"> · Parent Trainings · Continued Community Partnerships

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salary and benefits for teacher and assistant	\$80,000.00
School Improvement, 1003(a)	School Improvement, 1003(a)	curriculum and intervention program	\$13,400.00
Total			\$93,400.00

AS 1.1.2) Kindergarten Discovery, Second Grade Reach, 3rd Grade Explore

Description:

Kindergarten through second grade students receive three weeks of remediation to ensure a positive transition to the upcoming grade level. Third grade students receive GATE remediation and/or deficit skills not mastered during their third grade year along with curriculum and intervention support.

Benchmark Indicator:

Increase the universal screener scores from spring to fall by 5%. Increase MKAS readiness scores year to year by 5%.

Person Responsible:

Principal

Estimated Completion Date:

6/21/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	The district handles funding for summer programs.	\$5,500.00

S 1.2) District-Level: State Content Standards Alignment - School-Level: State Content Standards Alignment

Description:

District-Level: Align scientifically-based curriculum and instructional methods with the State's challenging academic content standards.

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
School Improvement, 1003(a)	School Improvement, 1003(a)	Technology resources to fill learning gaps	\$2,559.93

§ 1.3) District-Level: Address teaching and learning needs based on student data. - School-Level: Address teaching and learning needs based on student data.

Description:

District-Level: Target specific academic deficits of students using disaggregated results from the needs assessment process from programs such as, but not limited to: NWEA, ELS, computer assisted instruction, etc.

AS 1.3.1) Weekly PLC and Data Meetings

Description:

Certified staff will participate in weekly PLC and Data meetings to review and analyze weekly, monthly, quarterly, and annual assessment data. Universal screener data will be reviewed regularly as teacher progress monitor students monthly. Teachers will use data to identify appropriate instructional plans, groups, and remediation necessary to close the achievement gap. Teachers will also be provided training in the use of data notebooks as a means of adjusting instruction and making appropriate student academic assignments. A consultant will provide direct support for triangulating data and making strong instructional modifications to close the achievement gaps.

Benchmark Indicator:

10% of students in urgent intervention will decrease according to universal screener data.

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Principal

Estimated Completion Date:

4/30/2018

Funding Application	Grant Title I-A	Notes	Amount
Consolidated		Provide at-home resources for reading and math	\$1,000.00

2) District-Level: Mathematics

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in mathematics by the individual student graduation date.

Performance Measure:

District-Level: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)

2.1) District-Level: Before/during/after/summer/ school activities

Description:

District-Level: Incorporate appropriate remediation/enrichment activities before/after school, during the summer, and during an extension of the school year to improve student academic achievement such as, but not limited to: in-school tutoring, after-school tutoring, BOOST, 2nd Grade REACH, Kindergarten DISCOVERY, 3rd Grade EXPLORE, etc..

2.1.1) Boost Intervention Program

Description:

The Boost program serves students on Tier 2 and 3 during the instructional day. Students receive interventions based on a series of data points.

Benchmark Indicator:

Reduced the number of Tier 2 and Tier 3 students by 10%

1003(a)

S 2.2) District-Level: State Content Standards Alignment

Description:

District-Level: Align scientifically-based curriculum and instructional methods with the State's challenging academic content standards.

AS 2.2.1) The Total Teaching Act

Description:

Every teacher is provided copies and access to grade appropriate grade/subject area scope and sequences that are aligned to the current state standards. Our district follows the Madeline Hunter instructional model that focuses on highly effective and student outcomes. Teachers will also be trained in the use of the MS CCRS scaffolding documents in order to fill learning gaps, meet the needs of struggling students, and provide enrichment for students.

Benchmark Indicator:

Score 3 or 4 on the FCSD Teacher Evaluation Rubric

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	No cost	\$0.00
School Improvement, 1003(a)	School Improvement, 1003(a)	Instructional materials	\$0.00
Total			\$0.00

AS 2.2.2) Incorporation of instructional technology

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	No cost	\$0.00
School Improvement, 1003(a)	School Improvement, 1003(a)	Consultant support for \$1400 a day	\$0.00
Total			\$0.00

3) District-Level: Highly Qualified Teachers- Professional Development - School-Level: Highly Qualified Teachers- Professional Development

Description:

District-Level: All students will be taught by 'highly qualified' teachers who are receiving high quality professional development yearly based on student academic/instructional needs.

Performance Measure:

District-Level: The percentage of teachers receiving high-quality professional development.

3.1) District-Level: Prof Develop- Impact Student Achievement Gaps - School-Level: Prof Develop- Impact Student Achievement Gaps

Description:

District-Level: Provide ongoing, high-quality professional development at the school site for administrators, teachers and other instructional staff to impact gaps in student achievement.

AS 3.1.1) Ongoing Professional Development

Description:

Staff will participate in weekly PLC/Data meetings with support provided by leadership and an outside consultant. Staff will also participate in weekly, after school professional development identified through the spring needs assessment process. Professional

English Language Learners

Description:

District-Level: Target additional resources and attention on interventions to impact all students in low performing / high poverty schools (i.e. classroom coaches, special consultants, etc.) and network with successful schools about how to improve performance to include English Language Learners

4.1.1) Support for ELL Students

Description:

The ELL Specialist will provide on-site support to our ELL students grade K-8. The specialist provides in classroom support in the areas of reading, language, and math. Additionally, support for ELL families are provided through parent nights, newsletters, social media, home visits, and in classroom activities. Our ELL students are provided remediation support through our Boost intervention program as well as our summer outreach programs.

Benchmark Indicator:

The percentage of ELL students demonstrating proficiency will increase by 5% as referenced by state assessment data.

Person Responsible:

ELL Specialist

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Other		Salary and benefits for teacher	\$50,000.00

5) District-Level: Safe and Drug-Free Learning Environments - School-Level: Safe and Drug-Free Learning Environments

Description:

District-Level: Each school year, students will receive at least one opportunity to learn about alcohol and drug abuse, bullying, proper social media use, domestic violence or other topics.

Performance Measure:

District-Level: Yearly district discipline data analysis will indicate a decrease in referrals in incidents such as, but not limited to: alcohol abuse,

AS 5.2.1) Improved Culture and Climate

Description:

In order to decrease office referrals, absenteeism, and an increase in family support we revisited our school-wide positive behavior intervention support program aimed at giving students rewards for exhibiting their tiger expectations. We also recognize perfect attendance, citizenship, and growth as evidenced by diagnostic assessment data mid-year and in the spring. To improve our parent and family engagement we established our P-16 Community Council in order to meet the needs of parents and students. To increase parent support more parent meetings/trainings are offered to help parents provide academic support to their children at home. We also provide opportunities for parents to interact with the school during instructional hours with programs, volunteer opportunities, and a focus on child nutrition awareness by inviting parents to have lunch with their children. Our school resource officer or local Sherriff's Department provides bike safety, bus safety, and neighborhood safety training to our students at the beginning of the year, mid year, and again in the spring. Additionally, as a component of our wellness plan, our school counselor provides in classroom instruction on the six pillars of character, bullying awareness, and the Power of Yet to increase the positive growth mindset of our students. Our counselor also provides parents with information on how to keep their students safe online, prevent bullying, and other social/emotional issues that can arise.

Benchmark Indicator:

Students eligible for PBIS rewards will increase by 5% monthly. Parent participation at parent academic nights will increase 10%.

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application		Grant	Notes	Amount
Consolidated	Title I-A		Provide at-home resources for reading and math	\$1,000.00

6) District-Level: Graduation

Description:

District-Level: For 2015-2016 school year, the percentage of high school graduates, based on 9th grade cohort, will increase toward meeting or surpassing the 80% as recommended by the Mississippi Department of Education.

Performance Measure:

7) District-Level: Administration Support of the CFPA - School-Level: Administration Support of the CFPA

Description:

District-Level: The district will use the 20% allowable for the administrative cost to ensure the CFPA in implemented with fidelity throughout the district and aligned with the goals and strategies of the Plan.

Performance Measure:

District-Level: Program successfully implemented with funds spent in accordance with guidelines and student progress show 5% growth on NWEA assessments.

7.1) District-Level: System of Accountability - School-Level: System of Accountability

Description:

District-Level: Design effective measures to monitor the success of programs toward goals.

7.1.1) Program Accountability

Description:

Bi-monthly leadership team meetings will be held to review the state of the school. Additionally, weekly PLC meetings will be held to review best practices. Teachers will provide feedback during planning and data PLCs to help improve instructional practices and professional development needs. In addition, the principal meets monthly with the superintendent to review all school academic and leadership data.

Benchmark Indicator:

Increase in student achievement by 30 points; increase proficiency in ELA and Math by 5%

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application		Grant	Notes	Amount
Consolidated	Title I-A		No costs	\$0.00
School Improvement, 1003(a)	School Improvement, 1003(a)		Consultant support for \$1450 a day	\$0.00

Required Items [Expand All] [Collapse All]

Component Met

1) **Needs Assessment**

Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards.

Explanation

A comprehensive needs assessment, which addresses the areas of the above mentioned, was administered to parents, teachers, students, and administrators. The data and results are compiled and shared with principals. The parent survey was administered on-line. This survey is in place to gather parents' perception as it relates to the five school wide planning dimensions. Student Achievement data is also gathered through ELS (Educational Leadership Solutions), district common assessments, NWEA MAP (Measures of Academic Progress), accountability analyzer, school status, and MAP (Mississippi Assessment Program) data analysis. Curriculum and Instruction practices are also based on data from ELS, common assessments, NWEA MAP, STAR, state assessments, weekly assessments, DIBELS, iReady, Successmaker, and Accelerated Reader. Professional Development is addressed through leadership team and teacher professional learning communities/meetings. We meet to analyze data from individual teacher's classroom assessments in the academic areas. This time is also used to address instructional shifts for at-risk students as well as instructional planning. School Context and Organization is addressed by reviewing common academic strengths and weaknesses. Once they are identified, remediation plans are created and implemented. Discipline and attendance data are also used to determine areas of growth. Parental and Community Involvement requires monthly meetings to discuss local partnerships and parent feedback. Literacy nights are conducted for families and opportunities to discuss the components of the school-wide plan. The faculty and staff of Earl Travillion will be informed about the implementation of the plan and strategies through team meetings and professional learning communities. Parents and community members receive invitations to attend annual parent/teacher meetings. This communication process will be ongoing throughout the entire school year between all parties. The goal of the communication process is to collect information to ensure communication with all stakeholders is implemented. Parents will participate in surveys and the planning team will analyze the results to determine the needs of parents and students. Stakeholders will be given the opportunity to review/discuss the school-wide plan and provide feedback to help address needs to the final plan.

2) **School-wide Reform Strategies**

Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning

assessments, pre/post-tests, classroom formative assessments, and computer instructional program assessments.

3) **Timely Assistance**

Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.

Explanation

Results from the state assessment will be analyzed and students who score minimal or basic and/or were retained will be identified and placed in the tier process. During the first 20 days of school, these students will be brought before Earl Travillion's Teacher Support Team and academic intervention will be planned, monitored, and re-evaluated for effectiveness. Additionally, students, whether retained or not, who began to struggle throughout the school year will be brought before the Boost interventionist at the onset of the struggle as indicated by classroom assignments, MAP/iReady/STAR assessment data, and other pertinent data. Interventions for those students will be created, monitored, and re-evaluated for effectiveness weekly during Boost leadership meetings.

4) **Instruction by Highly Qualified Staff**

Address instruction by highly qualified staff (and effectiveness in MS).

Explanation

100% of our staff are highly qualified. In order to retain highly qualified teachers, professional development will be provided through district-wide and school-wide opportunities. The training will be on-going and based on scientific strategies. Trainings will be conducted through the use of district personnel, school personnel, MDE trainers, and outside consultants/resources. Some of the training will include, but not limited to, Classroom Management, Technology Integration, Behavior Interventions, LETRs, and other needs indicated from survey. Newly hired teachers participate in new teacher induction to gain additional skills regarding the use of the Madelyn Hunter instructional model. Licensure and college transcripts are reviewed by central office personnel.

5) **Attracting High Quality/Effective Teachers**

Address strategies to attract high quality/effective teachers to high needs schools.

Explanation

Daily instruction is provided by 100% highly qualified staff. Recruiting efforts focus on identifying highly qualified candidates as suggested by Mississippi Department of Education. Licensure and college transcripts are reviewed by central office personnel. Partnerships with local colleges and universities yields opportunities to participate in career fairs and/or classroom placements for student teaching courses. Additionally, the principal trains and recruits at the local university's teacher candidate workshops provided by the education department for field experiences. This creates a solid collaboration for recruiting efforts.

Explanation

- Pine Belt Mental Health provides counselors for students who qualify for the program. William Carey and the University of Southern Mississippi provide student teachers & tutors for Earl Travillion. They also work with the school through grants to assist in the Positive Behavior System. Earl Travillion also partners with Edwards Street Fellowship, Pinebelt 360, the Optimist Club, Local Masonic Lodge, Junior Auxiliary of Hattiesburg, Alpha Phi Alpha Fraternity, Inc., NEEDS, Youth Village, DREAM of Hattiesburg, Everfi, Hattiesburg Arts Council and other for various volunteer/support opportunities. The Hattiesburg Police Department and Forrest County Sheriff's Department helps to provide for a safe, orderly, and drug free school through frequent visits, patrolling, and supervision.

9) **Transitioning Preschool Students**

Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a public school preschool program to local elementary school programs.

Explanation

A kindergarten round-up day is held for parents of preschool children who meet with the kindergarten teachers to complete registration paperwork and discuss important facts about the kindergarten program. We house a PRVO PACE Headstart Center on our site. It has two sections of early childhood education classes. Kindergarten Discovery is a 4-week half-day summer program that is provided to students who will attend kindergarten in the fall. The program allows incoming kindergarten students the opportunity to familiarize themselves with the school process and with the teachers. In addition, it gives students a head start on academic learning.

10) **Use of Assessments for Improving Performance**

How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Explanation

Teachers utilize data during professional learning communities to help make instructional decisions weekly. The teachers use the data from previously mentioned assessments, prior test analysis, skill checklists, and other reports to design lessons and interventions for classroom tutoring. They analyze student progress and make recommendations for tier assignments. Newly hired teachers participate in new teacher induction to gain additional skills regarding the use of the Madelyn Hunter instructional model. Lastly, ongoing professional development is given to support teacher use of supplemental instructional resources. During these collaborative experiences, teachers have the opportunity to provide feedback to the leadership team regarding instructional needs and make contributions to school-wide decisions. The leadership team, that includes principals, teachers, and the interventionist, meet monthly to discuss the state of the school. This team is a collaborative team charged with the task of making shared decisions best for all.

Targeted Assistance Plan

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - EARL TRAVILLION ATTENDANCE CENTER (1800036) Public School - School Plan - Rev 3

Required Items [Expand All] [Collapse All]

Component Met

1) Plan for Identified Students

Ensure that planning for participating students is incorporated into existing school planning.

Explanation

- All students (K-8) will be administered the Measures of Academic Progress (MAP) assessment in the areas of reading, language (Grades 2-8), and math three times a year throughout the year to determine academic progress and individual student strengths and areas of concerns. - K-2 students, along with those identified as at risk, will be administered Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to monitor progress. - Teachers determine academic progress during the school year for each grade by examining iReady reports on a weekly basis. They will remediate skill deficits identified in students through various assessments. - K-3 students will be administered monthly using STAR diagnostic assessments in the areas of literacy and math. - Pre-test and post-test will also be administered with each unit of study. - The staff uses the data from the assessments listed above, previous test analysis, skill checklists, and other reports to design lessons and interventions classroom tutoring. Our first 20-day students will be identified from retention and state scores to be placed in the Tier process for interventions. Additional time in the master schedule will be given to support daily focused instructional interventions for students who are having difficulty mastering skills and standards. Throughout the year, struggling students are identified through the use of assessment data and teacher observation. These students are provided with interventions, placed in the Tier process, and helped with in-school tutorial services. iReady diagnostic data provides a picture of deficit areas in reading as well as STAR and MAP data. These assessments are given three times per year to guide instruction and remediation efforts.

2) Resources for Identified Students

Address use Title I, Part A resources to help participating children meet the State's student performance standards expected for all children.

Explanation

-On grade level students and students who are one year below grade level in the area of reading, as evident by the state test results and program placement tests, are taught from Reading Street Common Core, iReady online program, and other scientific reading research based programs for 90 minutes each day. This program begins at the onset of each school day and is taught by certified teachers. The program includes increased text complexity in reading, balanced literary and informational text, integration of academics, and emphasis on close reading. The program allows for transition, as students are assigned to groups based on

5) Instruction by Highly Qualified Staff

Address instruction by highly qualified staff (and effectiveness in MS).

Explanation

Daily instruction is provided by 100% highly qualified staff. Recruiting efforts focus on identifying highly qualified candidates as suggested by Mississippi Department of Education. Professional development will be provided through district-wide and school-wide opportunities. The training will be on-going and based on scientific strategies. Trainings will be conducted through the use of district personnel, school personnel, MDE trainers, and outside consultants/resources. Some of the training will include, but not limited to, Classroom Management, Technology Integration, Behavior Interventions, LETRs, and other needs indicated from survey. The professional development plan is attached. All of the above mentioned will contribute to improving student achievement and teacher effectiveness by allowing teachers to utilize data obtained during testing, use various MAP reports to address skill deficits, provide strategies to more effectively manage classrooms with less disruptions, help improve reading scores in students, and give teachers

6) Professional Development

Provide professional development opportunities with Title I, Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating students.

Explanation

7) Increase Parental Involvement

Provide strategies to increase parental involvement such as family literacy services.

Explanation

Continued efforts will be in place to increase parental involvement at Earl Traviillion by sharing the state assessment profiles with parents at the onset of the school year. Parents will be encouraged to periodically volunteer in the school. During family night activities, parents will learn how to help their child at home in reading and math, participate in AR quizzes, holiday programs, and other parent oriented initiatives. Parent conferences will be held to address student's progress and the school/district website and school newsletters will be sent home to share important information about the school. The parent compact has been designed to have one document that contains key points about the educational process as it relates to parents, students, teachers, and administrators. The compact is a district-wide document that is updated / revised at the district/school level and is included in the student handbook each year. The district/school committee includes parents, community and school personnel. At the beginning of each year, each stakeholder is required to sign the compact and a copy is kept on file.

8) Effective Implementation

How you will know the programs for identified students are being implemented effectively? Address effective means for improving

Preschool Programs

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - EARL TRAVILLION ATTENDANCE CENTER (1800036) Public School - School Plan - Rev 3

1. Provide a clear and concise statement of the goals and underlying philosophy of the LEA's proposed preschool program.

N/A

2. Describe how the preschool program will be coordinated and integrated with other preschool education services.

N/A

3. Describe the curriculum to be used and how it achieves a balance between large group, small group, and individual activities.

N/A

4. List the LEA's multiple educationally related, objective screening criteria developed to select children for its pre-kindergarten program.

N/A

5. Describe the LEA's provisions for ensuring the preschool participation of children who were: (a) enrolled in Head Start or migrant education programs in the previous two years; or (b) are homeless or (c) neglected or delinquent.

N/A

6. Describe how the LEA will comply with Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children

N/A

7. Describe how the progress of preschool program children will be monitored, how often, and how results will be used.

N/A

8. Describe how support and professional development will be provided to parents and how this support will enable parents to be involved in the education of their children and how often the support will be provided.

N/A

9. Describe how preschool activities will be linked, coordinated with Head Start including children's records, system of communication, and meetings to discuss the development and other needs of individual children.

N/A

Schools Not Meeting AMOs

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - EARL TRAVILLION ATTENDANCE CENTER (1800036) Public School - School Plan - Rev 3

4 1. How many years has the school not met AMOs?

2. Has the school leadership established a sense of urgency and shared accountability for meeting school improvement objectives? Explain process.

The school leadership has established a sense of urgency and shared accountability for meeting school improvement objectives. The principal directly analyzed and reviewed data with the leadership team including needs assessments, high stakes assessments, district wide assessments, discipline, attendance, parental involvement, facilities management, recruitment and retention. The leadership team identified critical areas of improvement and development goals. The goals were reviewed with the entire leadership team and were critiqued to before implementation. Weekly PLC meetings, Friday Focus memo, Data team meetings, and classroom observations yield appropriate information for monitoring and adjusting throughout the year.

3. Has the LEA and school aligned professional development and evaluation systems to improve instructions? Explain process.

A needs assessment was conducted during the spring from 2014 to 2017. Based on the results of the needs assessment, our professional development plan was revised and implemented to improve practices such as, but not limited to, college and career readiness strategies, parental involvement, data analysis, best practices, and safety. PLCs and staff development are designed to improve instructional and leadership practices.

The leadership team consists of the principal, assistant principal, professional development instructional specialist, and intervention specialist. This team meets regularly to discuss the current state of the school. The leadership team focuses on school improvement goals related to student achievement, discipline, attendance, assessment data, and intervention reports.

The next tier of the leadership team includes professional learning communities comprised of grade level and subject area teachers. Weekly PLC meetings are held to discuss district-wide assessment data, weekly classroom assessments, STAR data, and intervention data provided by iReady. Teachers and leadership collaborate to make decision necessary to improve student instruction. The PLC meetings are used to establish best practices and shared instructional methods and strategies.

The entire certified staff meets periodically to share across grade levels and subject area disciplines in an effort to improve best practices, safety and pride. Each of which are directly associated with our school wide goals.

School Plan Related Documents

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - EARL TRAVILLION ATTENDANCE CENTER (1800036) Public School - School Plan - Rev 3

Required Documents

This page is currently not accepting Related Documents.

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	8/9/2017 4:29:41 PM	Shakinna Patterson	Status changed to 'MDE School Improvement, 1003(a) Director Approved'.	S
	8/9/2017 9:35:54 AM	Kelley Gonzales	Status changed to 'MDE School Improvement, 1003(a) Supervisor Approved'.	S
	8/4/2017 4:33:36 PM	Jeanne Park	Status changed to 'MDE School Improvement, 1003(a) District Contact Approved'.	S
<input type="checkbox"/>	8/4/2017 1:51:10 PM	Ann Mitcham	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	8/4/2017 1:51:10 PM	Ann Mitcham	Status changed to 'LEA Business Manager Budget Approved'.	S
<input type="checkbox"/>	8/4/2017 1:46:20 PM	Brian Freeman	Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	8/4/2017 1:46:20 PM	Brian Freeman	Status changed to 'LEA Federal Programs Draft Completed'.	S
	7/19/2017 3:18:55 PM	Jeanne Park	Status changed to 'MDE School Improvement, 1003(a) District Contact Returned Not Approved'.	S

C

7/19/2017 3:18:16 PM
Jeanne Park

Good afternoon,

While conducting a review of your funding application, I have found that I am unable to view your Plan Relationships. Please input goals, strategies and action steps into the planning tool so that the information may be transferred into the funding application. At that time, I will be able to complete the review.

If you have additional questions, please don't hesitate to email me or contact me by phone.

Thank you --

Jeanne Park

Jeanne.park@mdek12.org

601-497-6626

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C

6/21/2017 10:25:37 AM
Brian Freeman

Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."

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S

6/21/2017 10:25:37 AM
Brian Freeman

Status changed to 'LEA Business Manager Budget Approved'.

C

6/21/2017 10:24:31 AM
Brian Freeman

Agreed to "By submitting this automated application, the local education agency representatives assure that the application has been authorized by the board of education of the local education agency, and the undersigned representatives have been duly authorized by formal action of the board to file this application for, and on behalf of, the local education agency, and otherwise to act as the authorized representatives of the local education agency in connection with this application. By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."

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6/21/2017 10:24:30 AM	Brian Freeman	Status changed to 'LEA Federal Programs Draft Completed'.	S
6/1/2017 9:09:29 PM	Brian Freeman	Status changed to 'Draft Started'.	S
6/1/2017 4:21:12 PM	Elisha Campbell	Status changed to 'Not Started'.	S

Allocations

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - Allocations

	(1)	SI 1003(a)	Total
Original		\$73,148.80	\$73,148.80
Reallocated		\$0.00	\$0.00
Additional		\$0.00	\$0.00
Released		\$0.00	\$0.00
Forfeited		\$0.00	\$0.00
Total		\$73,148.80	\$73,148.80

Budget

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 School Improvement, 1003(a)

Indirect Cost

Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

Budget By Object Codes

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$37,574.82
1130 - Middle-Junior High Programs	\$0.00
1140 - High School Programs	\$0.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$3,000.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$0.00
1290 - Other Special Programs	\$0.00
1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$31,573.98

2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
2500-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$1,000.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$73,148.80
Adjusted Allocation	\$73,148.80
Remaining	\$0.00



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FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017

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School Improvement, 1003(a) School Allocations

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a)	Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
	EARL TRAVILLION ATTENDANCE CENTER	\$36,574.40	\$0.00	\$36,574.40	\$36,574.40
	RAWLS SPRINGS ATTENDANCE CENTER	\$36,574.40	\$0.00	\$36,574.40	\$36,574.40
	Total	\$73,148.80	\$0.00	\$73,148.80	\$73,148.80

Plan Relationships

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a)

Plan Funding Summary - ALL funds must support a goal.

Grant	Allocation	Funding Sources (View Item Numbers)						Remaining
		Total						
Total	\$0.00	\$0.00						\$0.00

Related LEA Plan Action Steps ()

School Plan Funding Summary - ALL funds must support a goal.

Grant	Allocation	Funding Sources (View Item Numbers)					Total	Remaining
		1.) Reading/Language Arts	2.) Mathematics	3.) Highly Qualified Teachers- Professional Development	6.) Graduation	7.) Administration Support of the CFPA		
School Improvement, 1003(a)	\$73,148.80	\$66,589.82	\$3,485.00	\$3,073.98	\$0.00	\$0.00	\$73,148.80	\$0.00
Total	\$73,148.80	\$66,589.82	\$3,485.00	\$3,073.98	\$0.00	\$0.00	\$73,148.80	\$0.00

Related School Plan Action Steps ()

) Reading/Language Arts

§ 1.1) Before/during/after/summer/ school activities

AS 1.1.1) Boost Intervention Program (FORREST COUNTY SCHOOL DISTRICT)

Description:

The Boost program serves students on Tier 2 and 3 during the instructional day. Students receive interventions based on a series of data points.

Benchmark Indicator:

Reduce the number of Tier 2 and Tier 3 students by 10%.

Person Responsible:

Interventionist

Estimated Completion Date:

4/30/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salary and benefits for teacher and assistant	\$80,000.00
School Improvement, 1003(a)	School Improvement, 1003(a)	curriculum and intervention program	\$13,400.00
Total			\$93,400.00

AS 1.1.1) Boost Intervention Program (FORREST COUNTY SCHOOL DISTRICT)

Description:

Boost is a research based pull out program that focuses on students identified deficiencies as determined by universal screeners, formative/summative assessments, and grades. Students are placed into either Tier 2 or Tier 3 and pulled various times as determined by their needs by the interventionist and their classroom teacher. A computer based program serves as a supplemental resource to improve student performance and decrease Tier2/3 students

Benchmark Indicator:

Decreased number of Tier 2 and Tier 3 students by 10%

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salary/ Benefit	\$56,978.46
School Improvement, 1003(a)	School Improvement, 1003(a)	computer based intervention program	\$3,500.00
	School Improvement, 1003(a)	Supplement ELA materials	\$1,589.40
Total			\$62,067.86

AS 1.1.3) Afterschool Tutorial 8 Week program (FORREST COUNTY SCHOOL DISTRICT)

Description:

Teachers will tutor students identified through individual student performance according to multiple data sources(universal screeners/computer instructional programs) to decrease student skill gaps and increase proficiency levels.

Benchmark Indicator:

Increase MAP results by proficiency and growth 10% , increase universal screener results fall to spring 10%

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
School Improvement, 1003(a)	School Improvement, 1003(a)	Salary and benefits for after-school tutors	\$3,000.00

S 1.2) State Content Standards Alignment

AS 1.2.1) The Total Teaching Act (FORREST COUNTY SCHOOL DISTRICT)

Description:

Every teacher is provided copies and access to grade appropriate grade/subject area scope and sequences that are aligned to the current state standards. Our district follows the Madeline Hunter instructional model that focuses on highly effective and student outcomes. Teachers will also be trained in the use of the MS CCRS scaffolding documents in order to fill learning gaps, meet the needs of struggling students, and provide enrichment for students.

Benchmark Indicator:

80% of the teachers will score 3 or 4 on the FCSD Teacher Evaluation Rubric Domain 3

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	No cost	\$0.00
School Improvement, 1003(a)	School Improvement, 1003(a)	Instructional materials	\$3,040.49
Total			\$3,040.49

AS 1.2.2) Incorporation of instructional technology (FORREST COUNTY SCHOOL DISTRICT)

Description:

Instructional equipment and computers will be purchased to assist in implementation of instructional software. It will also assist in providing up-to-date data in order to adjust and modify instruction.

Benchmark Indicator:

Increase in universal screener points based on each individual student's growth goal

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
School Improvement, 1003(a)	School Improvement, 1003(a)	Technology resources to fill learning gaps	\$2,559.93

S 1.3) Address teaching and learning needs based on student data.

AS 1.3.1) Weekly PLC and Data Meetings (FORREST COUNTY SCHOOL DISTRICT)

Description:

Certified staff will participate in weekly PLC and Data meetings to review and analyze weekly, monthly, quarterly, and annual assessment data. Universal screener data will reviewed regularly as teacher progress monitor students monthly. Teachers will use data to identify appropriate instructional plans, groups, and remediation necessary to close the achievement gap. Teachers will also be provided training in the use of data notebooks as a means of adjusting instruction and making appropriate student academic assignments. A consultant will provide direct support for triangulating data and making strong instructional modifications to close the achievement gaps.

Benchmark Indicator:

10% of students in urgent intervention will decrease according to universal screener data.

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	No cost	\$0.00

School Improvement, 1003(a)	School Improvement, 1003(a)	Consultant support for \$1450 a day	\$14,500.00
			Total \$14,500.00

AS 1.3.1) Incorporation of instructional technology (FORREST COUNTY SCHOOL DISTRICT)

Description:

Instructional equipment and computers will be purchased to assist in implementation of instructional software. It will also assist in providing up-to-date data in order to adjust and modify instruction.

Benchmark Indicator:

Increase in universal screener points based on each individual student's growth goal

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
School Improvement, 1003(a)	School Improvement, 1003(a)	Technology to aid in effective instruction	\$10,000.00

AS 1.3.2) Weekly PLC and Data Meetings (FORREST COUNTY SCHOOL DISTRICT)

Description:

Certified staff will participate in weekly PLC and DATA meetings to review and analyze weekly, monthly, quarterly, and annual assessment data. Teachers will adjust instruction and make student remediation decisions based on the data analysis.

Benchmark Indicator:

Number of Tier 2/3 students will decrease by 10%

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	No costs	\$0.00
School Improvement, 1003(a)	School Improvement, 1003(a)	Consultant support for 10 days at \$1400.00 per day	\$14,000.00
			Total \$14,000.00

S 1.4) Parent Education Involvement (Reading & Mathematics)

AS 1.4.2) Family Engagement (FORREST COUNTY SCHOOL DISTRICT)

Description:

Provide- workshops, resources and other materials to improve parental involvement using a variety of delivery systems to help students improve their reading and mathematics skills.

Benchmark Indicator:

Parents increase in attendance at academic nights by 10%. Participation of the P-16 Council meeting increase by 10%.

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
School Improvement, 1003(a)	School Improvement, 1003(a)	School to home resources	\$1,000.00

2) Mathematics

2.1) Before/during/after/summer/ school activities

2.1.1) Boost Intervention Program (FORREST COUNTY SCHOOL DISTRICT)

Description:

The Boost program serves students on Tier 2 and 3 during the instructional day. Students receive interventions based on a series of data points.

Benchmark Indicator:

Reduced the number of Tier 2 and Tier 3 students by 10%

Person Responsible:

Interventionist

Estimated Completion Date:

4/30/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salary and benefits for teacher and assistant	\$80,000.00
School Improvement, 1003(a)	School Improvement, 1003(a)	curriculum and intervention program	\$0.00
Total			\$80,000.00

2.1.2) Kindergarten Discovery, Second Grade Reach, 3rd Grade Explore (FORREST COUNTY SCHOOL DISTRICT)

Description:

Kindergarten through second grade students receive three weeks of remediation to ensure a positive transition to the upcoming grade level. Third grade students receive GATE remediation and/or deficit skills not mastered during their third grade year. iReady is used for curriculum and intervention support.

Benchmark Indicator:

Increase the universal screener scores from spring to fall by 5%. Increase MKAS readiness scores year to year by 5%.

Person Responsible:

Principal

Estimated Completion Date:

6/21/2018

Funding Application	Grant	Notes	Amount
School Improvement, 1003(a)	School Improvement, 1003(a)	curriculum and intervention programs	\$0.00

AS 2.1.1) Boost Intervention Program (FORREST COUNTY SCHOOL DISTRICT)

Description:

Boost is a research based pull out program that focuses on students identified deficiencies as determined by MAP, universal screeners, formative/summative assessment, grades. Students are placed into either Tier 2 or Tier 3 and pulled various times as determined by their needs by the interventionist and their classroom teacher.

Benchmark Indicator:

Decreased number of Tier 2 and Tier 3 students 10%

Person Responsible:

Principal

Estimated Completion Date:

5/19/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Salary/ Benefit	\$56,978.46
School Improvement, 1003(a)	School Improvement, 1003(a)	Computer Based intervention program	\$0.00
	School Improvement, 1003(a)	supplemental materials for Math	\$3,485.00
Total			\$60,463.46

S 2.2) State Content Standards Alignment

AS 2.2.1) The Total Teaching Act (FORREST COUNTY SCHOOL DISTRICT)

Description:

Every teacher is provided copies and access to grade appropriate grade/subject area scope and sequences that are aligned to the current state standards. Our district follows the Madeline Hunter instructional model that focuses on highly effective and student outcomes. Teachers will also be trained in the use of the MS CCRS scaffolding documents in order to fill learning gaps, meet the needs of struggling students, and provide enrichment for students.

Benchmark Indicator:

Score 3 or 4 on the FCSD Teacher Evaluation Rubric

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	No cost	\$0.00
School Improvement, 1003(a)	School Improvement, 1003(a)	Instructional materials	\$0.00
Total			\$0.00

AS 2.2.2) Incorporation of instructional technology (FORREST COUNTY SCHOOL DISTRICT)

Description:

Instructional equipment and computers will be purchased to assist in implementation of instructional software. It will also assist in providing up-to-date data in order to adjust and modify instruction.

Benchmark Indicator:

Increase in universal screener points based on each individual student's growth goal

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
School Improvement, 1003(a)	School Improvement, 1003(a)	Technology resources to fill learning gaps	\$0.00

S 2.3) Address teaching and learning needs based on student data

AS 2.3.1) Weekly PLC and Data Meetings (FORREST COUNTY SCHOOL DISTRICT)

Description:

Certified staff will participate in weekly PLC and Data meetings to review and analyze weekly, monthly, quarterly, and annual assessment data. Universal screener data will reviewed regularly as teacher progress monitor students monthly. Teachers will use data to identify appropriate instructional plans, groups, and remediation necessary to close the achievement gap. Teachers will also be provided training in the use of data notebooks as a means of adjusting instruction and making appropriate student academic assignments.

Benchmark Indicator:

10% of students in urgent intervention will decrease according to universal screener data.

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	No cost	\$0.00
School Improvement, 1003(a)	School Improvement, 1003(a)	Consultant support for \$1400 a day	\$0.00
Total			\$0.00

AS 2.3.1) Incorporation of instructional technology (FORREST COUNTY SCHOOL DISTRICT)

Description:

Instructional equipment and computers will be purchased to assist in implementation of instructional software. It will also assist in providing up-to-date data in order to adjust and modify instruction.

Benchmark Indicator:

Increase in universal screener points based on each individual student's growth goal

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
School Improvement, 1003(a)	School Improvement, 1003(a)	Technology to aid in effective instruction	\$0.00

G 3) Highly Qualified Teachers- Professional Development

S 3.1) Prof Develop- Impact Student Achievement Gaps

AS 3.1.1) Ongoing Professional Development (FORREST COUNTY SCHOOL DISTRICT)

Description:

Staff will participate in weekly PLC/Data meetings with support provided by leadership and an outside consultant. Staff will also participate in weekly, after school professional development identified through the spring needs assessment process. Professional development topics were identified and aligned to the learning forward standards through a series of meetings conducted by the professional development committee. Additional sessions are incorporated as identified through classroom observations, progress monitoring data, and individual teacher need. See plan for specific professional development activities. Consultant support will continue based on growth in reading and math according school-wide assessment data. Additionally, the consultant provides training on understanding student achievement data, how to triangulate, make adjustments in instruction, and plan for increasing the percentage of proficient students in the areas of reading, writing, math, and science.

Benchmark Indicator:

decreased discipline referrals 20%, improved student attendance 1%, and improved teacher retention rates by 25%.

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Funds are set aside for onsite PD.	\$4,500.00
School Improvement, 1003(a)	School Improvement, 1003(a)	Consultant support for \$1450 a day	\$0.00
	School Improvement, 1003(a)	Off site professional development & travel fees	\$3,073.98
Total			\$7,573.98

G 6) Graduation

S 6.1) Systems of Intervention and Special Education

AS 6.1.1) Interventions Across Sub Groups (FORREST COUNTY SCHOOL DISTRICT)

Description:

The Boost program serves students on Tier 2 and 3 during the instructional day. Students receive interventions based on a series of data points. Third grade students with an IEP are also served in the Boost intervention program for remediation as required for the GATE retest process. Our ELL Specialist provides in classroom support and pull out

as needed. The Reading Specialist provides in classroom support for out bottom 25% for reading instruction. Additionally, after school tutorial and summer programs are offered to IEP students equally.

Benchmark Indicator:

Increase in proficiency among all subgroups by 5%

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	No additional cost to the district	\$0.00
School Improvement, 1003(a)	School Improvement, 1003(a)	curriculum and intervention program	\$0.00
Total			\$0.00

G 7) Administration Support of the CFPA

S 7.1) System of Accountability

AS 7.1.1) Program Accountability (FORREST COUNTY SCHOOL DISTRICT)

Description:

Bi-monthly leadership team meetings will be held to review the state of the school. Additionally, weekly PLC meetings will be held to review best practices. Teachers will provide feedback during planning and data PLCs to help improve instructional practices and professional development needs. In addition, the principal meets monthly with the superintendent to review all school academic and leadership data.

Benchmark Indicator:

Increase in student achievement by 30 points; increase proficiency in ELA and Math by 5%

Person Responsible:

Principal

Estimated Completion Date:

5/18/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	No costs	\$0.00
School Improvement, 1003(a)	School Improvement, 1003(a)	Consultant support for \$1450 a day	\$0.00
Total			\$0.00

Budget

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

Indirect Cost

Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

Budget By Object Codes

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$19,000.42
1130 - Middle-Junior High Programs	\$0.00
1140 - High School Programs	\$0.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$0.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$0.00
1290 - Other Special Programs	\$0.00
1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svcs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$17,573.98

2220-2229 - Educational Media Services	\$0.00
2330 - Special Area Administration	\$0.00
0-2599 - Business Services	\$0.00
2610-2699 - Operation and Maintenance	\$0.00
2710-2799 - Student Transportation Services	\$0.00
2800-2899 - Central Support Services (Tech)	\$0.00
3300 - Community Services Operations	\$0.00
3900-3999 - Other Noninstructional	\$0.00
7110 - Indirect Costs Transfers Out	\$0.00
7120 - Other Transfers Out	\$0.00
Total	\$36,574.40
Adjusted Allocation	\$36,574.40
Remaining	\$0.00

Budget Detail

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

1120 - Elementary Programs - \$19,000.42

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
1120 - Elementary Programs	600-699 - Supplies	1800036	1.00	\$16,440.49	\$16,440.49

Narrative Description

\$3049.49 (general instructional supplies) A key component of effective teaching is the use of high quality instructional resources that meet the needs of students, the learning environment, and the alignment to state standards. Student-centered resources will be utilized to enhance the rigorous instruction, technological tools, and classroom needs. The instructional resources will support tutorial programs, problem-solving, discovery, interventions, remediation, enrichment, and instructional review.

\$13,400 (technology programs) The is an adaptive diagnostic and growth measuring tool we use as a universal screener, progress monitoring, and intervention tool. The web-based program provides teachers with predicted proficiency in the areas of reading and math. iReady helps teachers identify how to adjust and differentiate instruction, as well as, provides students with an personalized path of instruction. The program also provides our direct curriculum resources, print materials, and multiple data reports to help teachers analyze and triangulate data during professional learning communities. The program is aligned the collage and career readiness

Function Code	Object Code	Optional Program Code	Quantity	Cost	Line Item Total

Narrative Description

Computers (\$1750) will provide teachers and students the technology needed to incorporate the designated instructional resources, diagnostic assessments, and curriculum materials.
 The operating system platform (\$250) is necessary and cost effective.
 The charging cart (\$559.93) will provide a single source for charging up to 30 computers and a secure location for daily storage.

Total for 1120 - Elementary Programs	\$19,000.42
Total for all other Function Codes	\$17,573.98
Total for all Function Codes	\$36,574.40
Adjusted Allocation	\$36,574.40
Remaining	\$0.00

Budget Detail

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

2210-2219 - Improvement of Instruction - \$17,573.98

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	300-399 - Prof Services	1800036	10.00	\$1,450.00	\$14,500.00

Narrative Description

Consultants will be used to work with our teachers to improve teaching and learning through data driven decision making. Identify curricular and instructional strengths and areas of concern. Establish individual student and classroom goals. Develop and implement comprehensive data and differentiated plans. Student grouping and differentiated instruction using the NWEA learning continuum. Incorporate assessment data into lesson planning and instructional delivery.

Consultants provides training, coaching, modeling, co-teaching, consultation, and technical assistance. The consultant regularly debriefs with the principal in order to evaluate the effectiveness of the services and make adjustments to the support provided. Consultants also provide high quality instructional resources to help inform teaching and learning for the principal, teachers, and students including research-based strategies, template, and materials to support the MSCCRS, research-based strategies, templates, and materials to support the MS Principal and Teacher Standards, and links to free web resources for principals and teachers.

Function Code	Object Code	Optional Program Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	500-599 - Other Purchased Services	1800036	6.00	\$342.33	\$2,053.98

Narrative Description

Providing offsite professional development (travel) for teachers will provide opportunities to review innovative and practical teaching methods to the classroom. Teachers will interact with other educators from the state of Mississippi and develop practical skills, professional networking, and strategies for improving student achievement. Professional development opportunities may include, but are not limited to technology training, instructional development, school improvement skills, literacy focus, and mathematical practices for the classroom.

Function Code	Object Code	Location Code	Quantity	Cost	Line Item Total
2210-2219 - Improvement of Instruction	800-899 - Other Objects	1800036	6.00	\$170.00	\$1,020.00

Narrative Description

Providing offsite professional development (registration) for teachers will provide opportunities to review innovative and practical teaching methods to the classroom. Teachers will interact with other educators from the state of Mississippi and develop practical skills, professional networking, and strategies for improving student achievement. Professional development opportunities may include, but are not limited to technology training, instructional development, school improvement skills, literacy focus, and mathematical practices for the classroom.

Total for 2210-2219 - Improvement of Instruction	\$17,573.98
Total for all other Function Codes	\$19,000.42
Total for all Function Codes	\$36,574.40
Adjusted Allocation	\$36,574.40
Remaining	\$0.00

Budget Overview

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

Indirect Cost	
Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

Filter by Location: All - \$36,574.40
[Show Unbudgeted Categories](#) [[Download Data](#)]

Object Code	Function Code	1120 - Elementary Programs	2210-2219 - Improvement of Instruction	Total
300-399 - Prof Services		0.00	14,500.00	14,500.00
500-599 - Other Purchased Services		0.00	2,053.98	2,053.98
600-699 - Supplies		16,440.49	0.00	16,440.49
700-799 - Property		2,559.93	0.00	2,559.93
800-899 - Other Objects		0.00	1,020.00	1,020.00
Total		19,000.42	17,573.98	36,574.40
			Adjusted Allocation	36,574.40
			Remaining	0.00

School Improvement, 1003(a) School Allocations

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

Grant Applicant	Current Allocation	Carryover Allocation	Total Allocation	Budget Amount
EARL TRAVILLION ATTENDANCE CENTER	\$36,574.40	\$0.00	\$36,574.40	\$36,574.40

Focus School Funding Source

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

A school within an LEA that has been identified as a Focus school must set aside not less than 10% of its Title I, Part A allocation for interventions. Identify on the chart below, the school funding source, and the cost of the proposed school improvement activities aligned to each Turnaround Principle.

Turnaround Principle	Funding Source	Cost
Providing strong leadership	District, Title II, 1003a	\$ 94,500.00
Ensuring that teachers are effective and able to improve instruction	Title II, 1003a, Title I	\$ 100,000.00
Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data	Title I, Title II, 1003a, District	\$ 113,000.00
Providing ongoing mechanisms for family and community engagement	Title 1	\$ 3,000.00
Ensuring that the school receives ongoing, intensive technical assistance and related support	Title II, 1003a, Title I	\$ 50,000.00
Total:		\$ 360,500.00

Focus School Interventions and Expenditures

A school within an LEA that has been identified as a Focus school must set aside not less than 10% of its Title I, Part A allocation for interventions. Provide in the chart below a narrative description of each proposed activity and cost related to the interventions (10% reservation and 1003a allocation).

1. Reduce the school's achievement gap(s) between subgroups (by increasing the number of students scoring Levels 4 and 5).	Cost	2. Meet measurable outcomes for the school to improve the performance of the subgroups demonstrating the greatest gap.	Cost	Total Cost by Source
	Title I, Part A Reservation		Title I, Part A Reservation	Title I, Part A Reservation
	1003(a)		1003(a)	1003(a)

<p>Off-site professional development (excess of 14 hrs) such as summer literacy symposium/making connections conference. According to WWC, studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development.</p>	<p>\$</p>	<p>\$ 2,053.98</p>	<p>Off-site professional development for teachers to review innovative and practical teaching methods for interventions to reduce the achievement gap between subgroups.</p>	<p>\$</p>	<p>\$ 0.00</p>	<p>\$ 0.00</p>	<p>\$ 2,053.98</p>
<p>Off-site professional development (registration costs) for teachers. According to WWC, studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development.</p>	<p>\$</p>	<p>\$ 1,020.00</p>	<p>Off-site professional development (registration) for teachers to provide opportunities to review innovative and practical teaching methods for interventions to reduce the achievement gap between subgroups.</p>	<p>\$</p>	<p>\$ 0.00</p>	<p>\$ 0.00</p>	<p>\$ 1,020.00</p>

<p>Provide high quality instructional resources to support tutorial programs, interventions, remediations, and enrichment to reduce the school's achievement gap between subgroups. A WWC review indicates that incorporating supplemental programs into regular classroom curriculum may be beneficial.</p>	<p>\$</p>	<p>3,040.49</p>	<p>Provide high quality instructional resources to support tutorial programs, interventions, remediations, and enrichment to reduce the school's achievement gap between subgroups. A WWC review indicates that incorporating supplemental programs into regular classroom curriculum may be beneficial.</p>	<p>\$</p>	<p>\$ 0.00</p>	<p>\$ 0.00</p>	<p>\$ 3,040.49</p>
<p>Purchase a computer adaptive diagnostic, and growth, and instruction program to support classroom instruction. Best Evidence Encyclopedia showed research for integrated technology and teacher instruction to have positive effective sizes.</p>	<p>\$</p>	<p>13,400.00</p>	<p>Purchase a computer adaptive diagnostic, and growth, and instruction program to support classroom instruction. Best Evidence Encyclopedia showed research for integrated technology and teacher instruction to have positive effective sizes.</p>	<p>\$</p>	<p>\$ 0.00</p>	<p>\$ 0.00</p>	<p>\$ 13,400.00</p>

<p>Provide technology to incorporate the designated instructional resources, diagnostic assessments, and curriculum materials to assist in closing the achievement gap between subgroups. Best Evidence Encyclopedia (Cheung, Slavin) combined technology/teacher instruction has positive sig effect sizes.</p>	<p>\$</p>	<p>\$ 2,559.93</p>	<p>Provide technology to incorporate the designated instructional resources, diagnostic assessments, and curriculum materials to assist in closing the achievement gap between subgroups. Best Evidence Encyclopedia (Cheung, Slavin) combined technology/teacher instruction has positive sig effect sizes.</p>	<p>\$</p>	<p>\$ 0.00</p>	<p>\$ 0.00</p>	<p>\$ 2,559.93</p>
<p>Utilize professional consultants to work with teachers and administration to improve teaching and learning. According to WWC, studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development.</p>	<p>\$</p>	<p>\$ 14,500.00</p>	<p>Utilize professional consultants to work with teachers and administration to improve teaching and learning. According to WWC, studies that had more than 14 hours of professional development showed a positive and significant effect on student achievement from professional development.</p>	<p>\$</p>	<p>\$ 0.00</p>	<p>\$ 0.00</p>	<p>\$ 14,500.00</p>

Total:	\$	0.00	\$	36,574.40	Total:	\$	0.00	\$	0.00	\$	36,574.40
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Priority School Funding Source

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

An LEA with one or more schools identified as a Priority school must set aside up to 20% of its Title I, Part A 1003(a) allocation for interventions. Identify in the chart below, the school funding source, and the cost of the proposed school improvement activities aligned to each Turnaround Principle.

Turnaround Principle	Funding Source	Cost
Providing strong leadership		\$
Ensuring that teachers are effective and able to improve instruction		\$
Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration		\$
Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards		\$
Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data		\$
Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement		\$
Providing ongoing mechanisms for family and community engagement		\$
Ensuring that the school receives ongoing, intensive technical assistance and related support		\$
	Total:	\$

Priority School Interventions and Expenditures

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

An LEA with one or more school(s) identified as Priority must set aside up to 20% of the LEA's Title I, Part A allocation for interventions. Provide in the chart below, a narrative description of each proposed activity and cost related to priority school interventions.

N/A - This application is not for a Priority School

Interventions Utilizing Title I, Part A Funds

Intervention	Cost
* <input type="text"/>	* \$
Total:	\$

Interventions Utilizing School Improvement, 1003(a) Funds

Intervention	Cost
* <input type="text"/>	* \$
Total:	\$

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

Regular School-Year Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers		
Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Guidance Counselors		
Parent Involvement		
Other:		
Total:	0.00	0.00

Personnel Details (Summer School K-12 School Level)

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

N/A

Summer School Personnel Funded with School Improvement, 1003(a)

	Headcount	FTE
Teachers		
Paraprofessionals		
Instructional Facilitators		
Resource Specialists		
Guidance Counselors		
Parent Involvement		
Other:		
Total:	0.00	0.00

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - EARL TRAVILLION ATTENDANCE CENTER (1800036) -

Optional Documents

Type	Document Template	Document/Link
P16 Community Engagement Council -Documentation	P16 Community Engagement Council - Documentation	P-16 Council
Sample Focus Notification	Sample Focus Notification	Earl Travillion Focus Parent Letter
Sample Priority Notification	Sample Priority Notification	

Budget

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) - RAWLS SPRINGS ATTENDANCE CENTER (1800020) -

Indirect Cost

Total Contributing to Indirect Cost	\$0.00
Indirect Cost Rate	0.00%
Maximum Allowed for Indirect Cost	\$0.00

Budget By Object Codes

Function Code	Total
1105 - Pre-Kindergarten Programs	\$0.00
1110 - Kindergarten Programs	\$0.00
1120 - Elementary Programs	\$18,574.40
1130 - Middle-Junior High Programs	\$0.00
1140 - High School Programs	\$0.00
1190-1199 - Other Regular Programs	\$0.00
1230 - Alternative School Programs	\$0.00
1250 - Title I Programs	\$0.00
1260 - After School Programs	\$3,000.00
1270 - Remediation Extended School Year	\$0.00
1280 - Supplemental Educ. Services (SES)	\$0.00
1290 - Other Special Programs	\$0.00
1310-1390 - Adult/Continuing Education	\$0.00
1410-1420 - Summer School Programs	\$0.00
1930-1990 - Other Instructional Programs	\$0.00
2110-2119 - Attendance & Social Work Svs.	\$0.00
2120-2129 - Guidance Services	\$0.00
2130-2139 - Health Services	\$0.00
2140-2149 - Psychological Services	\$0.00
2150-2159 - Speech Pathology	\$0.00
2160 - School Resource Officer	\$0.00
2190 - Other Support Services - Students	\$0.00
2210-2219 - Improvement of Instruction	\$14,000.00

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - Assurances

1.	The local educational agency (LEA) annually uses the State academic assessments and other indicators described in the state plan to review the progress of each school receiving School Improvement, 1003(a) funds to determine whether the school is meeting annual proficiency goals.
2.	For any school designated as Priority, the LEA shall ensure the designated schools implement interventions to address the causal factors responsible for the designation. Unless a lesser amount is needed, the LEA shall spend an amount equal to 20% of its School Improvement, 1003(a) allocation for each fiscal year to implement interventions in Priority schools.
3.	For any school designated as Focus, the LEA shall ensure the school will spend not less than 10% of the funds made available to the school under School Improvement, 1003(a) for each fiscal year the school is in Focus status, for the purpose of implementing interventions that directly address the academic achievement problems that caused the school to be designated as Focus.
4.	The LEA shall support each designated school in implementing a Transformation/Action Plan, utilizing the MS SOARS online platform. To support this process, the LEA shall:
	a. establish a community based council to support the school's plan, and
	b. review the school's plan, support the school as necessary, and monitor the school's progress through the MS SOARS online system.
5.	The LEA/grantee adheres to the applicable provisions of the Education Department General Administrative Regulations (EDGAR): 34 CFR Subtitle A, Parts 1-99.
6.	The LEA/grantee adheres to the applicable regulations of the Office for Civil Rights, U.S. Department of Education: 34 CFR Subtitle B, Parts 100-199.
7.	The LEA/grantee adheres to the Office of Management and Budget (OMB) Circular A-87 (Cost Principles for State Local, and Indian Tribal Governments).
8.	The LEA/grantee assures salary and wage charges will supported by proper time reporting documentation that meets the requirements of OMB Circular A-87.

Related Documents

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - Assurances

Optional Documents

Document/Link

Document Template

Type

[Board approval page for Earl Travillion and Rawls Springs](#)

Board Approval Signature Page [Upload up to 1 document(s)] [Board Approval Signature](#)

FORREST COUNTY SCHOOL DISTRICT (1800) Public District - FY 2017 - School Improvement, 1003(a) - Rev 0 - School Improvement, 1003(a) Checklist

This checklist is a means of communication between the MDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, the MDE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Needs Attention, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where the MDE may provide notes to explain items needing attention. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If the MDE determines that the item has been corrected, Attention Needed will be changed to OK by the MDE Reviewer. If the items needing attention still have not been corrected, the application will be returned again to the LEA with a status of Not Approved.
- Applications that contain no items that are marked Attention Needed will be approved.

Checklist Description ([Collapse All](#)) ([Expand All](#))

<p>1. Allocation and Budget</p> <p>1. Allocations - Allocation total for each school and the LEA is accurate.</p> <p>2. Budget - All 1003a funds are budgeted using the appropriate codes (function and object) and locations</p> <p>3. Budget Detail - the narrative provided aligns with how the funds are budgeted and provides sufficient detail</p> <p>4. Ensure funds budgeted are appropriate and reasonable for the program described and accurate for each school</p>	<p>Not Reviewed</p>
<p>2. Principles, Interventions and Expenditures - Leveraging Resources to address Improvement Interventions</p> <p>1. Focus School Funding Source - Turnaround Principle is aligned to funding source(s), total provided</p> <p>2. Focus School Interventions and Expenditures - Interventions listed and described are supported by 1003a funds and/or Title I, Part A Reservation (as applicable)</p> <p>3. Includes the minimum of 10% amount for the Focus school from the school's allocation (and the amount for each site matches the amount identified in program details of the Consolidated Application found in MCAPS)</p>	<p>Not Reviewed</p>
<p>3. Principles, Interventions and Expenditures - Leveraging Resources to address Improvement Interventions</p> <p>1. Priority School Funding Source - Turnaround Principle is aligned to funding source(s), total provided</p> <p>2. Priority School Interventions and Expenditures - Interventions listed and described are supported by 1003a funds and/or Title I, Part A Reservation (as applicable)</p>	<p>Not Reviewed</p>

3. Includes the up to 20% amount for Priority School(s) from the LEA Allocation (and the amount for each site matches the Priority set aside in the Consolidated Application found in MCAPS)

4. Personnel Details

Not Reviewed

1. Regular School Year - School Level Personnel is accurately provided for each school, if applicable
2. Summer School - School Level Personnel is accurately provided for each school, if applicable

5. Related Documents

Not Reviewed

1. Documentation of School Board Approval
2. Assurances - Checked and accepted
3. Parent Notification addressing Designation

6. Community-Based Council (one per district, minimum; may be one per school)

Not Reviewed

1. Includes a listing of the membership of the P16 Community Engagement Council
2. Describes the activities of the council and how the LEA is ensuring quality involvement
3. Includes a copy of the Notification Letter for each school listed on the Cover Page - 2017 Checklist

2016-2017 Teacher Needs Assessment Survey Report – Earl Travillion Attendance Center
(26 responses)

Rank the Professional Development topics 1-6 with 1 as the most important.

	SCHOOL	1		2		3		4		5		6	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Data Analysis	ETAC	9	35	6	23	4	15	1	4	4	15	2	8
Classroom management and Behavior interventions	ETAC	12	46	2	8	5	19	3	12	1	4	3	12
Learning how to create formative and summative data driven assessments.	ETAC	6	23	5	19	6	23	5	19	3	12	1	4
Curriculum/Unit Development	ETAC	7	27	5	19	2	8	4	15	6	23	2	8
Reading strategies integrated across the curriculum	ETAC	8	31	4	15	5	19	2	8	4	15	3	12
Instructional Strategies	ETAC	9	35	3	12	4	15	3	12	4	15	3	12
A deeper understanding of the PET Lesson Line	ETAC	6	23	3	12	3	12	3	12	5	19	4	15

Does current student performance indicate the need for an early childhood development program?

SCHOOL	Yes		No	
	Count	%	Count	%
ETAC	23	88	3	12

Indicate your level of interest by selecting the most appropriate answer.

	SCHOOL	Extremely interested- My top priority		Moderate Interest		Interested		Not Interested		Not Sure	
		Count	%	Count	%	Count	%	Count	%	Count	%
Using Promethean Board, technology tools and instructional strategies to support College and Career Readiness	ETAC	5	19	6	23	11	42	2	8	0	0
Observing technology based instructional strategies	ETAC	3	12	4	15	16	62	1	4	0	0
Social networking for instructional support (Facebook, Twitter, etc)	ETAC	1	4	3	12	7	27	13	50	0	0
Work collaboratively with a technology specialist to develop instructional activities	ETAC	3	12	7	27	12	46	4	15	0	0
Providing technology enhanced assessment tools	ETAC	5	19	5	19	13	50	3	12	0	0
Implementing iReady/Successmaker with classroom instruction	ETAC	4	15	8	31	11	42	2	8	0	0
Integrating APPLE applications in the classroom	ETAC	2	8	6	23	14	54	1	4	0	0

In which of the following areas would you like to receive professional development?

	SCHOOL	Yes		No		Not Applicable	
		Count	%	Count	%	Count	%
Social acceptable student classroom behaviors	ETAC	13	50	12	46	1	4
ADHD successful interventions in the classroom	ETAC	20	77	6	23	0	0
CPR and First Aid	ETAC	18	69	8	31	0	0
Multi-cultural understanding	ETAC	17	65	9	35	0	0
Dyslexia	ETAC	21	81	4	15	1	4
Formative and Summative Assessment Strategies	ETAC	13	50	12	46	1	4
Real world engagement activities for academics	ETAC	22	85	4	15	0	0
Instructional Technology Training	ETAC	19	73	7	27	0	0
Reading and Writing across the curriculum	ETAC	20	77	6	23	0	0
Differentiated Instruction	ETAC	17	65	8	31	1	4

Other

SCHOOL	Answer
ETAC	N/A

Please answer the following.

	SCHOOL	Yes		No		Not Applicable	
		Count	%	Count	%	Count	%
Is additional training needed for ELL instructional support?	ETAC	14	54	10	38	2	8
Is the inclusion model successful in your classroom?	ETAC	15	58	4	15	7	27
Is more training needed for teachers in the areas of ELL parent communication and multi-cultural involvement?	ETAC	19	73	7	27		
Is parent training needed for College and Career Readiness Skills?	ETAC	26	100	0	0		
Is parent training needed in early childhood development?	ETAC	26	100	0	0		
Is more training needed for parents in the areas of communication and involvement?	ETAC	25	96	1	4		

Please list additional areas for parent training.

SCHOOL	Answer
ETAC	homework help
ETAC	None
ETAC	Student Study Skills/Homework Completion Strategies

Comments?	
SCHOOL	Answer
ETAC	N/A
ETAC	None

I am interested in....

	SCHOOL	Yes		No		Not Applicable	
		Count	%	Count	%	Count	%
participating in study groups related to teaching and learning	ETAC	7	27	16	62	3	12
learning about an effective lesson line.	ETAC	14	54	8	31	4	15
participating in small-group sessions where the focus is on designing instructional units.	ETAC	15	58	8	31	3	12
learning about the implementation of the College and Career Readiness Curriculum.	ETAC	16	62	7	27	3	12
learning more about differentiated instruction.	ETAC	16	62	7	27	3	12
social skills training to assist with classroom behavior.	ETAC	18	69	6	23	2	8
learning about more ways to deal with managing difficult students in the classroom.	ETAC	20	77	4	15	2	8
teaching expository reading strategies through all subjects.	ETAC	15	58	8	31	2	8
learning more about cooperative teaching in an inclusive classroom.	ETAC	18	69	5	19	3	12
formative assessments to monitor student's evidence of learning.	ETAC	17	65	8	31	1	4
motivating students who are not intrinsically motivated.	ETAC	19	73	6	23	1	4
developing student study skills.	ETAC	13	50	10	38	3	12
learning about behavior interventions.	ETAC	18	69	6	23	2	8
student growth data and data goal setting.	ETAC	17	65	5	19	4	15
adding diversity through the classroom	ETAC	17	65	6	23	3	12
strategies for encouraging work completion.	ETAC	18	69	6	23	2	8

Please add additional areas for Professional Development.

SCHOOL	Answer
ETAC	N/A
ETAC	None

PERFORMANCE FRAMEWORK DEFINITIONS

The Mississippi Department of Education is required to submit data for 18 metrics for each Priority and Focus school that implements one of the six required school intervention models and is served with SIG funds.

In the initial application, LEAs are required to submit baseline data for each school for the school year prior to the implementation of one of the intervention models. LEAs must also propose annual targets for each subsequent year that the school implements the model.

After an LEA's application has been approved, and prior to an LEA receiving grant funds, the LEA and MDE will work together to finalize the LEA's proposed annual targets for the leading and achievement indicators of performance for *each* school. These indicators, and their definitions, are listed below.

METRICS DEFINED

Metric 1—Intervention Model: Identify the intervention model that the school is implementing – transformation, turnaround, or closure.

Metric 2—AMO Status: Identify the State Accountability label and indicate if growth was met or not met. *Source: NCLB Report Card*

Metric 3—AMO Targets Met and Missed: Identify by reading/language arts, mathematics, and other academic indicators whether AMO targets have been met or not met for each subgroup.

Source: NCLB Report Card

Metric 4—School Improvement Status: No longer applicable due to the ESEA flexibility waiver

Metric 5—Number of Minutes and Types of Increased Learning Time Offered: This data group is the number of minutes that all students were required to be at school and any additional learning time (before school, after school, or summer school) for which all students had the opportunity to participate. School minutes are the total of all full school days and half school days and any increased learning time provided to all students in the school.

EXAMPLE: The regular school year for a school included 176 full school days and four half school days that all students were required to attend.

- The school is in an LEA where a full day is 390 minutes and a half day is 195 minutes.
- The school also provided 80 days of additional learning time for which all students had the opportunity to participate.
- The additional learning time lasted 90 minutes per day.
- The total minutes would be 76,620, calculated as follows:
 - 176 days multiplied by 390 minutes = 68,640 minutes
 - 4 days multiplied by 195 minutes = 780 minutes
 - 80 days multiplied by 90 minutes = 7,200 minutes
 - Add the results: 68,640 + 780 + 7,200 = **76,620 minutes**

Increased learning time is defined by the type of increased learning time that the school offered. The following types of increased learning times should be reported: longer school year, longer school day, before school, after school, summer school, weekend school.

Source: School Data Reports

Metric 6—Proficiency on State Assessments: Identify the percentage of students by each proficiency level on the State assessments for reading/language arts and mathematics by grade and by student subgroup.

Source: NCLB Report Card

Metric 7—Student Participation Rate on State Assessments: Identify by subgroup, the percentage of students who completed the reading/language arts and mathematics assessments.

Source: NCLB Report Card

Metric 8—Average Scale Score: Identify the average scale score of students by each proficiency level on the State assessments for reading/ language arts and mathematics, by grade and by student subgroup.

Source: School Data Reports

Metric 9—Attainment of English Language Proficiency: Identify the percentage of English Language students who attain English proficiency.

Source: School Data Reports

Metric 10—Graduation Rate: Identify the percentage of students graduating from high school.

Source: NCLB Report Card

Metric 11 – Dropout Rate – Identify the percentage of students who fail to graduate from high school with their cohort group. Source: NCLB Report Card

Metric 12 – Student Attendance Rate – Identify the number of school days during the regular school year students attended school divided by the maximum number of days students could have attended school during the school year. Source: NCLB Report Card

Metric 13- Dual Enrollment and Advanced Coursework – Schools will identify three data metrics for this indicator. Source: School Data Reports

- **Advanced Coursework** is defined as the number of students who complete advanced placement or International Baccalaureate classes. Completing the advanced coursework means that the student finished the class either during the school year or in combination with summer school and received course credit in accordance with state or local requirements.
- **Dual Enrollment** refers to the number of high school students who complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.
- **Advanced Coursework and Dual Enrollment** is defined as the number of students who complete advanced coursework AND complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

Metric 14 – College Enrollment Rates- Identify the number and percentage of students who complete high school and enroll in postsecondary institutions. Source: School Data Reports

Metric 15 – Discipline Rates- Identify the number of incidents of discipline data during the baseline year. Source: School Data Reports

Metric 16- Chronic Absenteeism – Identify the number and percentage of students with absences greater than or equal to 10% of the total number of days in the regular academic school year. Source: School Data Reports

Metric 17 – Distribution of Teachers by Performance Level – Identify the percentage of teachers by overall performance level (unsatisfactory, needs improvement, meets standards, exemplary) on the LEA’s teacher evaluation instrument. Source: School Data Reports

Metric 18 – Teacher Attendance Rates- Identify the number of FTE days teachers worked divided by the maximum number of FTE teacher working days. A teacher is considered absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include

administratively approved leave for professional development, field trips or other off-campus activities with students. Source: School Data Reports

METRICS BY CATEGORY

Leading Indicators

- Number of minutes within the school year and school day;
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- Dropout rate;
- Student attendance rate;
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- Discipline incidents;
- Chronic absenteeism;
- Distribution of teachers by performance level on an LEA's teacher evaluation system; and
- Teacher attendance rate.

Achievement Indicators

- Percentage of students at or above proficiency level on State assessments in reading/language arts and mathematics, by both grade level, and by student subgroup;
- Average scale score on State assessments in reading/language arts and mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup;
- Percentage of limited English proficient students who attain English language proficiency;
- School improvement status and AMO targets met and missed;
- College enrollment rates; and
- Graduation rate.

PERFORMANCE FRAMEWORK 5-YEAR GOALS

The Mississippi Department of Education is required to submit data for 18 metrics for each Priority or Focus school that implements one of the six required school intervention models and is served with SIG funds.

Schools are required to submit Baseline/Pre-data for the school year prior to the implementation of one of the six intervention models and for each subsequent year that the school implements the model. These goals will be updated once SY2016-2017 data becomes available.

5-YEAR GOALS

5-Year Goal - The goal to be achieved by the end of Year 5 of SIG implementation.

SIG Year 2 Goal - Goal for the end of Year 1 of full implementation.

SIG Year 3 Goal - Goal for the end of Year 2 implementation.

SIG Year 4 Goal - Goal for the end of Year 3 implementation.

SIG Year 5 Goal – Goal for the end of Sustainability Year. (Same as 5-Yr Goal)

METRIC 1 INTERVENTION MODEL

Identify the intervention model that the school is implementing - transformation, turnaround, restart, closure.
 Transformation

METRIC 2 AMO STATUS

Identify the District and School's NCLB Adequate Yearly Progress (AMO) Status and indicate if growth was met or not met in reading/language arts, mathematics, and other academic indicators.

Was growth met or not met in the following areas?	Reading/ Language Arts		Mathematics		Other Academic Indicators		State Accountability Rating
	Met	Not Met	Met	Not Met	Met	Not Met	(notes)
Baseline/Pre-data							
5-Yr Goal							
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18							
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19							
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20							
SIG Year 5/ Sustainability Goal – FY 20-21							

METRIC 3 AYP TARGETS MET AND MISSED BY SUBGROUPS

Identify by reading/language arts, mathematics, and other academic indicators whether AYP targets have been met or not met for each subgroup.

AMO Targets Mathematics	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 5/ Sustainability Goal – FY 20-21											

AMO Targets Mathematics	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 2/ Full Implementation Year 1 Goal – FY															
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 5/ Sustainability Goal – FY 20-21															

AMO Targets English/Language Arts	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 5/ Sustainability Goal – FY 20-21											

AMO Targets English/Language Arts	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 2/ Full Implementation Year 1 Goal – FY															
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 5/ Sustainability Goal – FY 20-21															

AMO Targets Other Academic Indicators	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 5/ Sustainability Goal – FY 20-21											

AMO Targets Other Academic Indicators	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 2/ Full Implementation Year 1 Goal – FY															
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 5/ Sustainability Goal – FY 20-21															

METRIC 4 SCHOOL IMPROVEMENT STATUS

No longer applicable due to the ESEA flexibility waiver

METRIC 5 NUMBER OF MINUTES AND TYPES OF INCREASED LEARNING TIME OFFERED

EXAMPLE ONLY (results will vary for each school based on individual days and minutes):

The total minutes would be 78, 780, calculated as follows:

- Full days: 176 days multiplied by 390 minutes = 68,640 minutes
- Partial days: 4 days multiplied by 195 minutes = 780 minutes
- Afterschool: 80 days multiplied by 90 minutes = 7,200 minutes
- Professional Learning Community: 60 minutes a week X 36 weeks = 2160 minutes
- Add the results: 68,640 + 780 + 7,200 + 2160 = **78,780 minutes**

NOTE: Additional learning time for which all students had the opportunity to participate.

Increased learning time is defined by the type of increased learning time that the school offered. The following types of increased learning times should be reported: longer school year, longer school day, before/after school, summer school, weekend school. Source: School Data Reports EXCLUDES LUNCH PERIOD.

Types: 1-Longer school year 2-Longer school day 3-Before/After school 4-Summer school 5-Weekend school
6-Other (re-directed time within the school day)

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
4-Yr Goal	94,185	18,120							11,480	2,200	4,440
Baseline/Pre-data	87,465	11,400			X				7,100	1,420	2,880

Explain calculations (clearly describe how you reached this number)

In **2016-2017** Earl Travillion's total minutes equaled **74,250** calculated as follows:

- Regular Days Core: 178 days x 395 minutes = 70,310
- 60% Partial Days Core: 2 days x 265 minutes = 530
 - Total Core Minutes – 74,250 + 530 = 70,840
- Regular Days Enrichment: 178 days x 20 minutes = 3,560
- Total Instructional Minutes – 70,840 + 3,560 = 74,400 minutes
- Professional Learning Communities: 37 weeks x 45 minutes = 1,665 teacher collaboration during school day – student activity period
- Add the results: 74,400 + 1,665 = **76,065 minutes**

In **2017-2018** The first year of grant implementation, the total minutes would be **87,315**, calculated as follows:

- Extended Days Core: 71 days multiplied by 495 minutes = 35,145 minutes
- Extended Days Enrichment: 71 days multiplied by 40 minutes = 2,840 minutes
- Regular Days Core: 107 days multiplied by 395 minutes = 42,265 minutes
- Regular Days Enrichment: 107 days multiplied by 20 minutes = 2,140 minutes
- 60% Partial Days Core: 2 days multiplied by 265 minutes = 530 minutes
 - Total Core Minutes - 35,145 + 42,265 + 530 = 77,940 minutes
 - Total Enrichment Minutes – 2,840 + 2,140 = 4,980 minutes
- Total Instructional Minutes: 77,940 + 4,980 = **82,920** minutes
- Professional Learning Community: 45 minutes a week X 37 weeks = 1,665 (These are weekly PLC meetings during student activity periods.)
120 minutes x 24 weeks = 2,880 minutes (These are the extended day Wednesday PLC.)
Total Teacher Collaboration Minutes: 1,665 + 2,880 = **4,545** minutes.
- Add the results: 82,920 total instructional minutes + 4,545 PLC minutes = **87,465 minutes**

FY18 minutes 87,465 – FY17 minutes 76,065 = 11,400 increased minutes = 190 hours

	FY17 Minutes	FY18 Minutes	Increase Minutes	Increase Hours
Total Minutes	76,065	87,465	11,400	190
Core	70,840	77,940	7,100	118.33
Enrichment	3,560	4,980	1,420	23.66
PLC	1,665	4,545	2,880	48

	Total # of minutes	Increased # of minutes	Types of Add'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 2 Actual	93,225	5,760			X				3,500	700	1,560

Explain calculations (clearly describe how you reached this number)

In **2018-2019** The second year of grant implementation, the total minutes would be **93,075**, calculated as follows:

- **Extended Days Core:** 106 days multiplied by 495 minutes = 52,470 minutes
- **Extended Days Enrichment:** 106 days multiplied by 40 minutes = 4240 minutes
- **Regular Days Core:** 72 days multiplied by 395 minutes = 28,440 minutes
- **Regular Days Enrichment:** 72 days multiplied by 20 minutes = 1440 minutes
- **60% Partial Days Core:** 2 days multiplied by 265 minutes = 530 minutes
 - Total Core Minutes – 52,470 + 28,440 + 530 = **81,440** minutes
 - Total Enrichment Minutes – 4,240 + 1,440 = **5,680** minutes
- **Total Instructional Minutes:** 81,440 + 5,680 = **87,120** minutes
- **Professional Learning Community:** 45 minutes a week X 37 weeks = 1,665 (These are weekly PLC meetings during student activity periods.)
120 minutes x 37 weeks = 4,440 minutes (These are the extended day Wednesday PLC.)
Total Teacher Collaboration Minutes: 1,665 + 4,440 = **6,105** minutes.
- **Add the results:** 87,120 total instructional minutes + 6,105 PLC minutes = **93,225 minutes**

FY19 minutes 93,225– FY18 minutes 87,465 = 5,760 increased minutes = 96 hours

	FY18 Minutes	FY19 Minutes	Increase Minutes	Increase Hours
Total Minutes	87,465	93,225	5,760	96
Core	77,940	81,440	3,500	58.33
Enrichment	4,980	5,680	700	11.66
PLC	4,545	6,105	1,560	26

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration	
			1	2	3	4	5	6				
SIG Year 3 Actual	93,945	720			X			X		660	60	0

Explain calculations (clearly describe how you reached this number)

In **2019-2020** The third year of grant implementation, the total minutes would be **93,795**, calculated as follows:

- **Extended Days Core:** 106 days multiplied by 495 minutes = 52,470 minutes
- **Extended Days Enrichment:** 106 days multiplied by 40 minutes = 4,240 minutes
- **Regular Days Core:** 72 days multiplied by 395 minutes = 28,440 minutes
- **Regular Days Enrichment:** 72 days multiplied by 20 minutes = 1,440 minutes
- **60% Partial Days Core:** 2 days multiplied by 265 minutes = 530 minutes
- **Saturday Core:** 3 days x 220 minutes = 660 minutes
- **Saturday Enrichment:** 3 days x 20 minutes = 60 minutes
 - Total Core Minutes – 52,470 + 28,440 + 530 + 660 = **82,100** minutes
 - Total Enrichment Minutes – 4,240 + 1,440 + 60 = **5,740** minutes
- **Total Instructional Minutes:** 82,100 + 5,740 = **87,840** minutes
- **Professional Learning Community:** 45 minutes a week X 37 weeks = 1,665 (These are weekly PLC meetings during student activity periods.)
120 minutes x 37 weeks = 4,440 minutes (These are the extended day Wednesday PLC.)
Total Teacher Collaboration Minutes: 1,665 + 4,440 = **6,105** minutes.
- **Add the results:** 87,840 total instructional minutes + 6,105 PLC minutes = **93,945** minutes

FY20 minutes 93,945 – FY19 minutes 93,225 = 720 increased minutes = 12 hours

	FY19 Minutes	FY20 Minutes	Increase Minutes	Increase Hours
Total Minutes	93,225	93,945	720	12
Core	81,440	82,100	660	11
Enrichment	5,680	5,740	60	1
PLC	6,105	6,105	0	0

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration	
			1	2	3	4	5	6				
SIG Year 4 Actual	94,185	240			X			X		220	20	0

Explain calculations (clearly describe how you reached this number)

In **2020-2021** The fourth year of grant implementation, the total minutes would be **94,035**, calculated as follows:

- **Extended Days Core:** 106 days multiplied by 495 minutes = 52,470 minutes
- **Extended Days Enrichment:** 106 days multiplied by 40 minutes = 4,240 minutes
- **Regular Days Core:** 72 days multiplied by 395 minutes = 28,440 minutes
- **Regular Days Enrichment:** 72 days multiplied by 20 minutes = 1,440 minutes
- **60% Partial Days Core:** 2 days multiplied by 265 minutes = 530 minutes
- **Saturday Core:** 4 days x 220 minutes = 880 minutes
- **Saturday Enrichment:** 4 days x 20 minutes = 80 minutes
 - Total Core Minutes – 52,470 + 28,440 + 530 + 880 = **82,320** minutes
 - Total Enrichment Minutes – 4,240 + 1,440 + 80 = **5,760** minutes
- **Total Instructional Minutes:** 82,320 + 5,760 = **88,080** minutes
- **Professional Learning Community:** 45 minutes a week X 37 weeks = 1,665 (These are weekly PLC meetings during student activity periods.)
120 minutes x 37 weeks = 4,440 minutes (These are the extended day Wednesday PLC.)
Total Teacher Collaboration Minutes: 1,665 + 4,440 = **6,105** minutes.
- **Add the results:** 88,080 total instructional minutes + 6,105 PLC minutes = **94,185** minutes

FY21 minutes 94,185 – FY20 minutes 93,945 = 240 increased minutes = 4 hours

	FY20 Minutes	FY21 Minutes	Increase Minutes	Increase Hours
Total Minutes	93,945	94,185	240	4
Core	82,100	82,320	220	3.66
Enrichment	5,740	5,760	20	.33
PLC	6,105	6,105	0	0

N/A	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 5 Actual											

Explain calculations (clearly describe how you reached this number)

METRIC 6 PROFICIENCY ON STATE ASSESSMENTS

Identify the percentage (%) of students by each proficiency level (minimal, basic, proficient, advanced) on the State assessments for reading/language arts and mathematics by grade and by student subgroup.

Metric 6: Grade - 3

PL1=333 and below PL2=335-349 PL3=350-364 PL4=365-384 PL5=387 and above

Reading/Language Arts	All					IEP					IEP					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	23%	49%	20%	5%	5%	58%	25%	8%	8%	5%	13%	73%	13%	5%	5%	26%	51%	19%	5%	5%
3 Yr Goal	7%	23%	31%	29%	11%	16%	12%	30%	32%	10%	8%	42%	31%	7%	6%	10%	27%	33%	22%	8%
Year 1 – Goal FY 17-18	10%	25%	34%	27%	9%	18%	15%	35%	25%	7%	13%	53%	25%	5%	2%	13%	30%	33%	18%	6%
Year 2 – Goal FY 18-19	8%	23%	32%	27%	10%	17%	13%	33%	28%	9%	9%	52%	23%	6%	5%	11%	28%	35%	19%	7%
Year 3 – Goal FY 19-20	7%	22%	31%	29%	11%	16%	12%	30%	32%	10%	8%	42%	31%	7%	6%	10%	27%	33%	22%	8%

PL1=332 and below PL2=333-349 PL3=350-364 PL4=365-382 PL5=385 and above

Mathematics	All					IEP					IEP					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	23%	49%	20%	5%	5%	58%	25%	8%	8%	5%	13%	73%	13%	5%	5%	26%	51%	19%	5%	5%
3 Yr Goal	6%	27%	37%	21%	9%	13%	15%	38%	27%	7%	12%	40%	37%	14%	7%	6%	28%	36%	23%	7%
Year 1 – Goal FY 17-18	8%	31%	34%	18%	8%	17%	17%	35%	25%	6%	14%	45%	33%	10%	5%	8%	30%	37%	20%	5%
Year 2 – Goal FY 18-19	7%	29%	35%	20%	9%	15%	16%	37%	26%	6%	13%	42%	35%	12%	6%	7%	29%	36%	22%	6%
Year 3 – Goal FY 19-20	6%	27%	37%	21%	9%	13%	15%	38%	27%	7%	12%	40%	37%	14%	7%	6%	28%	36%	23%	7%

	Asian					Black					Hispanic					Native American					White				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	5%	5%	5%	5%	5%	27%	46%	23%	5%	5%	11%	47%	44%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%	5%	5%
3 Yr Goal	5%	5%	5%	5%	5%	7%	30%	36%	20%	7%	40%	40%	9%	3%	5%	5%	5%	5%	5%	5%	4%	4%	98%	8%	5%
Year 1 – Goal FY 17-18	5%	5%	5%	5%	5%	9%	33%	35%	18%	5%	45%	45%	5%	4%	1%	5%	5%	5%	5%	5%	5%	5%	96%	6%	5%
Year 2 – Goal FY 18-19	5%	5%	5%	5%	5%	8%	32%	35%	19%	6%	43%	43%	7%	3%	7%	5%	5%	5%	5%	5%	4%	4%	97%	7%	5%
Year 3 – Goal FY 19-20	5%	5%	5%	5%	5%	7%	30%	36%	20%	7%	40%	40%	9%	3%	5%	5%	5%	5%	5%	5%	4%	4%	98%	8%	5%

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Metric 6: Grade - 4

PL1=427 and below PL2=429-448 PL3=450-464 PL4=465-487 PL5=488 and above

Reading/Language Arts	All					IEP					LEP					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	7%	33%	41%	19%	5%	33%	33%	5%	33%	5%	50%	30%	3%	5%	5%	5%	35%	42%	19%	5%
3 Yr Goal	9%	45%	31%	14%	7%	7%	67%	22%	5%	5%	13%	77%	7%	5%	5%	5%	43%	38%	15%	7%
Year 1 – Goal FY 17-18	5%	50%	37%	12%	5%	9%	73%	18%	5%	5%	17%	33%	3%	5%	5%	5%	49%	34%	13%	5%
Year 2 – Goal FY 18-19	4%	48%	29%	13%	6%	8%	69%	20%	5%	5%	15%	30%	6%	5%	5%	5%	45%	36%	14%	5%
Year 3 – Goal FY 19-20	3%	45%	31%	14%	7%	7%	67%	22%	5%	5%	13%	77%	7%	5%	5%	5%	43%	38%	15%	7%

PL1=434 and below PL2=436-449 PL3=450-464 PL4=465-482 PL5=484 and above

Mathematics	All					IEP					LEP					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	7%	19%	39%	11%	5%	33%	33%	33%	5%	5%	5%	5%	95%	5%	5%	5%	19%	62%	12%	5%
3 Yr Goal	3%	33%	39%	9%	18%	39%	32%	22%	6%	5%	77%	14%	95%	19%	5%	10%	34%	44%	11%	5%
Year 1 – Goal FY 17-18	12%	42%	36%	8%	5%	45%	36%	18%	5%	5%	33%	17%	33%	17%	5%	13%	38%	38%	9%	5%
Year 2 – Goal FY 18-19	10%	40%	33%	8%	5%	42%	34%	20%	5%	5%	28%	15%	34%	13%	5%	11%	36%	42%	10%	5%
Year 3 – Goal FY 19-20	3%	33%	39%	9%	16%	39%	32%	22%	6%	5%	27%	14%	35%	19%	5%	10%	34%	44%	11%	5%

	Asian					Black					Hispanic					Native American					White				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	5%	5%	5%	5%	5%	8%	21%	54%	13%	5%	5%	5%	95%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
3 Yr Goal	5%	5%	5%	5%	5%	7%	43%	39%	9%	5%	27%	13%	37%	21%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%	5%
Year 1 – Goal FY 17-18	5%	5%	5%	5%	5%	9%	47%	35%	7%	5%	33%	17%	33%	17%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%	5%
Year 2 – Goal FY 18-19	5%	5%	5%	5%	5%	8%	45%	37%	8%	5%	31%	15%	31%	19%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%	5%
Year 3 – Goal FY 19-20	3%	5%	5%	5%	5%	7%	43%	39%	9%	5%	27%	13%	37%	21%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%	5%

Metric 6: Grade - 5

PL1=538 and below PL2=539-549 PL3=550-563 PL4=565-579 PL5=582 and above

Reading/Language Arts	All					IEP					LEP					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	33%	37%	20%	5%	5%	80%	20%	5%	5%	5%	5%	5%	5%	5%	5%	33%	37%	26%	5%	5%
3 Yr Goal	4%	32%	59%	7%	5%	5%	28%	70%	6%	5%	5%	35%	15%	5%	5%	5%	32%	59%	5%	5%
Year 1 – Goal FY 17-18	5%	35%	57%	9%	5%	5%	33%	67%	5%	5%	5%	36%	5%	5%	5%	5%	36%	55%	5%	5%
Year 2 – Goal FY 18-19	5%	34%	58%	8%	5%	5%	30%	69%	5%	5%	5%	30%	10%	5%	5%	5%	34%	57%	5%	5%
Year 3 – Goal FY 19-20	4%	33%	59%	7%	5%	5%	28%	70%	6%	5%	5%	35%	15%	5%	5%	5%	32%	59%	5%	5%

PL1=539 and below PL2=541-549 PL3=550-564 PL4=565-577 PL5=579 and above

Mathematics	All					IEP					LEP					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	15%	33%	41%	11%	5%	20%	40%	40%	5%	5%	5%	5%	5%	5%	5%	15%	33%	41%	11%	5%
3 Yr Goal	7%	36%	45%	7%	5%	27%	30%	13%	26%	5%	5%	32%	33%	5%	5%	7%	38%	45%	5%	5%
Year 1 – Goal FY 17-18	9%	39%	43%	9%	5%	34%	33%	5%	23%	5%	5%	37%	33%	5%	5%	9%	41%	41%	5%	5%
Year 2 – Goal FY 18-19	8%	38%	44%	6%	5%	30%	32%	10%	25%	5%	5%	35%	31%	5%	5%	8%	40%	43%	5%	5%
Year 3 – Goal FY 19-20	7%	36%	45%	7%	5%	27%	30%	13%	26%	5%	5%	32%	33%	5%	5%	7%	38%	45%	5%	5%

	Asian					Black					Hispanic					Native American					White				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	5%	5%	5%	5%	5%	15%	35%	42%	8%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%
3 Yr Goal	5%	5%	5%	5%	5%	8%	30%	49%	7%	5%	5%	28%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Year 1 – Goal FY 17-18	5%	5%	5%	5%	5%	10%	35%	45%	5%	5%	5%	31%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Year 2 – Goal FY 18-19	5%	5%	5%	5%	5%	9%	33%	47%	6%	5%	5%	30%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Year 3 – Goal FY 19-20	5%	5%	5%	5%	5%	8%	30%	49%	7%	5%	5%	28%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%

Metric 6: Grade - 6

PL1=635 and below PL2=636-649 PL3=650-663 PL4=665-677 PL5=679 and above

Reading/Language Arts	All					IEP					IEP					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	11%	42%	22%	6%	5%	50%	33%	5%	17%	5%	23%	67%	5%	5%	5%	31%	42%	22%	6%	5%
3 Yr Goal	20%	28%	24%	24%	5%	60%	21%	10%	19%	5%	5%	95%	5%	5%	5%	18%	36%	23%	23%	5%
Year 1 – Goal FY 17-18	24%	22%	20%	20%	5%	67%	17%	5%	15%	5%	5%	95%	5%	5%	5%	24%	32%	20%	20%	5%
Year 2 – Goal FY 18-19	22%	30%	22%	22%	5%	63%	19%	8%	17%	5%	5%	95%	5%	5%	5%	21%	33%	22%	22%	5%
Year 3 – Goal FY 19-20	20%	28%	24%	24%	5%	60%	21%	10%	19%	5%	5%	95%	5%	5%	5%	18%	36%	23%	23%	5%

PL1=635 and below PL2=636-649 PL3=650-664 PL4=665-684 PL5=687 and above

Mathematics	All					IEP					IEP					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	8%	44%	36%	11%	5%	33%	33%	33%	5%	5%	33%	67%	5%	5%	5%	8%	44%	36%	11%	5%
3 Yr Goal	11%	34%	46%	9%	5%	46%	46%	5%	5%	5%	5%	5%	5%	5%	5%	12%	28%	46%	11%	5%
Year 1 – Goal FY 17-18	16%	32%	44%	9%	5%	50%	50%	5%	5%	5%	5%	5%	5%	5%	5%	16%	32%	44%	8%	5%
Year 2 – Goal FY 18-19	13%	33%	45%	9%	5%	48%	48%	5%	5%	5%	5%	5%	5%	5%	5%	14%	30%	46%	10%	5%
Year 3 – Goal FY 19-20	11%	34%	46%	9%	5%	46%	46%	5%	5%	5%	5%	5%	5%	5%	5%	12%	28%	46%	11%	5%

	Asian					Black					Hispanic					Native American					White				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	5%	5%	5%	5%	5%	7%	43%	43%	7%	5%	5%	67%	5%	33%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%
3 Yr Goal	5%	5%	5%	5%	5%	13%	34%	44%	9%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%	5%
Year 1 – Goal FY 17-18	5%	5%	5%	5%	5%	17%	33%	42%	8%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%	5%
Year 2 – Goal FY 18-19	5%	5%	5%	5%	5%	15%	34%	43%	8%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%	5%
Year 3 – Goal FY 19-20	5%	5%	5%	5%	5%	13%	34%	44%	9%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%	5%

Metric 6: Grade - 7

PL1=737 and below PL2=738-748 PL3=750-764 PL4=765-774 PL5=776 and above

Reading/Language Arts	All					IEP					LEP					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	12%	36%	44%	17%	5%	50%	50%	5%	5%	5%	5%	5%	5%	5%	5%	13%	33%	46%	8%	5%
3 Yr Goal	11%	28%	47%	14%	5%	40%	45%	16%	5%	5%	5%	5%	5%	5%	5%	10%	23%	47%	13%	7%
Year 1 – Goal FY 17-18	14%	25%	46%	11%	5%	43%	43%	14%	5%	5%	5%	5%	5%	5%	5%	14%	25%	46%	11%	5%
Year 2 – Goal FY 18-19	13%	25%	46%	12%	5%	42%	44%	15%	5%	5%	5%	5%	5%	5%	5%	11%	24%	46%	12%	7%
Year 3 – Goal FY 19-20	11%	28%	47%	14%	5%	40%	45%	16%	5%	5%	5%	5%	5%	5%	5%	10%	23%	47%	13%	7%

PL1=734 and below PL2=736-749 PL3=750-763 PL4=765-791 PL5=793 and above

Mathematics	All					IEP					LEP					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	8%	44%	38%	11%	5%	33%	33%	33%	5%	5%	5%	5%	5%	5%	5%	8%	44%	36%	11%	5%
3 Yr Goal	8%	42%	25%	20%	5%	11%	63%	15%	9%	5%	5%	5%	5%	5%	5%	8%	40%	23%	20%	8%
Year 1 – Goal FY 17-18	11%	46%	21%	15%	5%	14%	71%	14%	5%	5%	5%	5%	5%	5%	5%	11%	46%	21%	18%	5%
Year 2 – Goal FY 18-19	10%	44%	24%	19%	5%	12%	65%	15%	7%	5%	5%	5%	5%	5%	5%	10%	44%	22%	19%	5%
Year 3 – Goal FY 19-20	8%	42%	25%	20%	5%	11%	63%	15%	9%	5%	5%	5%	5%	5%	5%	8%	40%	23%	20%	8%

	Asian					Black					Hispanic					Native American					White				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	5%	5%	5%	5%	5%	12%	48%	32%	8%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%
3 Yr Goal	5%	5%	5%	5%	5%	8%	41%	22%	24%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Year 1 – Goal FY 17-18	5%	5%	5%	5%	5%	12%	44%	20%	20%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Year 2 – Goal FY 18-19	5%	5%	5%	5%	5%	10%	42%	21%	22%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Year 3 – Goal FY 19-20	5%	5%	5%	5%	5%	8%	41%	22%	24%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%

Metric 6: Grade - 8

PL1=840 and below PL2=842-849 PL3=850-864 PL4=865-879 PL5=880 and above

Reading/Language Arts	All					IEP					LRF					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	14%	21%	52%	14%	5%	5%	5%	95%	5%	5%	5%	5%	95%	5%	5%	14%	21%	52%	14%	5%
3 Yr Goal	6%	13%	57%	17%	5%	20%	5%	89%	7%	5%	5%	10%	85%	5%	5%	6%	13%	57%	17%	7%
Year 1 – Goal FY 17-18	9%	17%	61%	13%	5%	25%	5%	75%	5%	5%	5%	5%	95%	5%	5%	9%	17%	61%	13%	5%
Year 2 – Goal FY 18-19	8%	14%	59%	15%	5%	22%	5%	70%	6%	5%	5%	5%	95%	5%	5%	8%	15%	59%	15%	5%
Year 3 – Goal FY 19-20	6%	13%	57%	17%	5%	20%	5%	89%	7%	5%	5%	10%	85%	5%	5%	6%	13%	57%	17%	7%

PL1=837 and below PL2=838-849 PL3=850-864 PL4=865-879 PL5=889 and above

Mathematics	All					IEP					LRF					ED				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	10%	52%	34%	5%	5%	5%	95%	5%	5%	5%	5%	95%	5%	5%	5%	10%	52%	34%	5%	5%
3 Yr Goal	9%	51%	27%	7%	6%	20%	45%	21%	8%	5%	5%	10%	85%	5%	5%	10%	51%	18%	14%	7%
Year 1 – Goal FY 17-18	13%	57%	22%	5%	5%	25%	50%	25%	5%	5%	5%	5%	95%	5%	5%	13%	57%	22%	9%	5%
Year 2 – Goal FY 18-19	11%	54%	25%	5%	5%	22%	47%	23%	7%	5%	5%	5%	95%	5%	5%	11%	54%	20%	10%	5%
Year 3 – Goal FY 19-20	9%	51%	27%	7%	6%	20%	45%	21%	8%	5%	5%	10%	85%	5%	5%	10%	51%	18%	14%	7%

	Asian					Black					Hispanic					Native American					White				
	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5	PL1	PL2	PL3	PL4	PL5
Baseline/Pre-data	5%	5%	5%	5%	5%	16%	20%	48%	16%	5%	5%	95%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
3 Yr Goal	5%	5%	5%	5%	5%	12%	50%	25%	13%	5%	5%	90%	5%	10%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%
Year 1 – Goal FY 17-18	5%	5%	5%	5%	5%	14%	55%	23%	8%	5%	5%	95%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%
Year 2 – Goal FY 18-19	5%	5%	5%	5%	5%	13%	53%	24%	10%	5%	5%	92%	5%	7%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%
Year 3 – Goal FY 19-20	5%	5%	5%	5%	5%	12%	50%	25%	13%	5%	5%	90%	5%	10%	5%	5%	5%	5%	5%	5%	5%	5%	5%	95%	5%

METRIC 7 STUDENT PARTICIPATION RATE ON STATE ASSESSMENTS

Identify by subgroup, the percentage of students who completed the reading/language arts and mathematics assessments.

Metric 7: Grade - 3

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	59	12	>10	57	>10	48	>10	>10	>10
3 Yr Goal	40	>10	>10	36\\40	>10	36	>10	>10	>10
Year 1 - Goal FY 17-18	36	>10	>10	36	>10	30	>10	>10	>10
Year 2 - Goal FY 18-19	40	12	>10	40	>10	36	>10	>10	>10
Year 3 - Goal FY 19-20	40	>10	>10	36\\40	>10	36	>10	>10	>10
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	59	12	>10	57	>10	48	>10	>10	>10
3 Yr Goal	40	>10	>10	36\\40	<10	40	>10	>10	>10
Year 1 - Goal FY 17-18	36	>10	>10	36	<10	30	>10	>10	>10
Year 2 - Goal FY 18-19	40	12	>10	40	<10	40	>10	>10	>10
Year 3 - Goal FY 19-20	40	>10	>10	36\\40	<10	40	>10	>10	>10

Metric 7: Grade - 4

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	27	>10	>10	26	>10	24	>10	>10	>10
3 Yr Goal	40	12	>10	40	<10	35	>10	<10	<10
Year 1 - Goal FY 17-18	40	11	>10	40	<10	35	>10	<10	<10
Year 2 - Goal FY 18-19	40	>10	>10	40	<10	35	>10	<10	<10
Year 3 - Goal FY 19-20	40	12	>10	40	<10	35	>10	<10	<10
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	27	>10	>10	26	>10	24	>10	>10	>10
3 Yr Goal	40	12	>10	40	<10	35	>10	<10	<10
Year 1 - Goal FY 17-18	40	11	>10	40	<10	35	>10	<10	<10
Year 2 - Goal FY 18-19	40	>10	>10	40	<10	35	>10	<10	<10
Year 3 - Goal FY 19-20	40	12	>10	40	<10	35	>10	<10	<10

Metric 7: Grade - 5

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	27	>10	>10	27	>10	26	>10	>10	>10
3 Yr Goal	40	>10	>10	40	<10	35	>10	<10	<10
Year 1 - Goal FY 17-18	59	<10	<10	59	>10	48	>10	>10	>10
Year 2 - Goal FY 18-19	59	<10	<10	59	<10	48	>10	<10	<10
Year 3 - Goal FY 19-20	59	<10	<10	59	<10	48	>10	<10	<10
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	27	>10	>10	>10	>10	26	>10	>10	>10
3 Yr Goal	40	>10	>10	40	<10	35	>10	<10	<10
Year 1 - Goal FY 17-18	59	12	>10	57	>10	48	>10	>10	>10
Year 2 - Goal FY 18-19	59	<10	<10	59	<10	48	>10	<10	<10
Year 3 - Goal FY 19-20	59	<10	<10	59	<10	48	>10	<10	<10

Metric 7: Grade - 6

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	36	>10	>10	36	>10	30	>10	>10	>10
3 Yr Goal	40	11	>10	40	<10	35	>10	<10	<10
Year 1 - Goal FY 17-18	31	<10	<10	31	>10	27	<10	<10	<10
Year 2 - Goal FY 18-19	59	<10	<10	59	>10	48	>10	>10	>10
Year 3 - Goal FY 19-20	40	11	>10	40	<10	35	>10	<10	<10
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	36	>10	>10	36	>10	30	>10	>10	>10
3 Yr Goal	40	11	>10	40	<10	35	>10	<10	<10
Year 1 - Goal FY 17-18	31	<10	<10	31	>10	27	<10	<10	<10
Year 2 - Goal FY 18-19	59	12	>10	57	>10	48	>10	>10	>10
Year 3 - Goal FY 19-20	40	11	>10	40	<10	35	>10	<10	<10

Metric 7: Grade - 7

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	25	>10	>10	24	>10	25	>10	>10	>10
3 Yr Goal	31	<10	<10	31	>10	27	<10	<10	<10
Year 1 - Goal FY 17-18	25	>10	>10	25	>10	24	>10	>10	>10
Year 2 - Goal FY 18-19	31	<10	<10	31	>10	27	<10	<10	<10
Year 3 - Goal FY 19-20	31	<10	<10	31	>10	27	<10	<10	<10
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	25	>10	>10	24	>10	25	>10	>10	>10
3 Yr Goal	31	<10	<10	31	>10	27	<10	<10	<10
Year 1 - Goal FY 17-18	25	>10	>10	25	>10	24	>10	>10	>10
Year 2 - Goal FY 18-19	31	<10	<10	31	>10	27	<10	<10	<10
Year 3 - Goal FY 19-20	31	<10	<10	31	>10	27	<10	<10	<10

Metric 7: Grade - 8

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	29	>10	>10	29	>10	25	>10	>10	>10
3 Yr Goal	23	>10	>10	23	>10	22	>10	>10	>10
Year 1 - Goal FY 17-18	32	<10	<10	32	<10	27	<10	<10	<10
Year 2 - Goal FY 18-19	25	>10	>10	25	>10	24	>10	>10	>10
Year 3 - Goal FY 19-20	23	>10	>10	23	>10	22	>10	>10	>10
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	29	>10	>10	29	>10	25	>10	>10	>10
3 Yr Goal	23	>10	>10	23	>10	22	>10	>10	>10
Year 1 - Goal FY 17-18	32	<10	<10	32	<10	27	<10	<10	<10
Year 2 - Goal FY 18-19	25	>10	>10	25	>10	24	>10	>10	>10
Year 3 - Goal FY 19-20	23	>10	>10	23	>10	22	>10	>10	>10

METRIC 9 ATTAINMENT OF ENGLISH LANGUAGE PROFICIENCY

Identify the percentage of English Language students who attain English proficiency. (Refer to Mississippi guidelines for ELL; link is on the MS Star dashboard under Other Documents.)

	Percentage of ELL students who attain English proficiency	N/A
Baseline/Pre-data	17%	
3 Yr Goal	20%	
Year 1 - Goal FY 17-18	18%	
Year 2 - Goal FY 18-19	19%	
Year 3 - Goal FY 19-20	20%	

METRIC 10 GRADUATION RATE

Identify the percentage of students graduating from high school (4 Year NCLB Graduation Rate).

	Percentage of students graduating from High School (4 year NCLB Graduation Rate)	N/A
Baseline/Pre-data	❖	
3 Yr Goal		
Year 1 - Goal FY 14-15		
Year 2 - Goal FY 15-16		
Year 3 - Goal FY 16-17		

METRIC 11 DROPOUT RATE

Identify the percentage of students who fail to graduate from high school with their cohort group.

	Percentage of students who fail to graduate from High School with their cohort group	N/A
Baseline/Pre-data	❖	
3 Yr Goal		
Year 1 - Goal FY 14-15		
Year 2 - Goal FY 15-16		
Year 3 - Goal FY 16-17		

METRIC 12 STUDENT ATTENDANCE RATE

Identify the attendance rate. (Schools should attain data from MSIS.)

	Attendance Rate
Baseline/Pre-data	94.4%
3 Yr Goal	96.0%
Year 1 – Goal FY 17-18	94.5%
Year 2 – Goal FY 18-19	95.4%
Year 3 – Goal FY 19-20	95.8%

METRIC 13 DUAL ENROLLMENT AND ADVANCED COURSEWORK

Schools will identify three data metrics for this indicator.

Advanced Coursework is defined as the number of students who **complete** advanced placement or International Baccalaureate classes. Completing the advanced coursework means that the student finished the class either during the school year or in combination with summer school and received course credit in accordance with state or local requirements.

Dual Enrollment refers to the number of high school students who **complete** at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

Advanced Coursework and Dual Enrollment is defined as the number of students who **complete** advanced coursework **AND** complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

Example: If Chris is enrolled and completes an advanced placement class and dual enrollment class then his completion would be counted as completing 1) advanced coursework, 2) dual enrollment and 3) advanced coursework and dual enrollment.

If Deborah is enrolled in an advanced placement class and dual enrollment class but then only completes the advanced placement class, then she would only be counted as completing 1) advanced coursework.

If Linda is enrolled in a dual enrollment class but does not complete the class then she would not be counted.

If Elementary/Middle school and this does not apply to you, please check: X

Number of students who completed the following:	Students completing Advanced Coursework (AP or IB classes only)		Students completing Dual Enrollment		Students completing Advanced Coursework and Dual Enrollment	
	Number#	Percentage%	Number#	Percentage%	Number#	Percentage%
Baseline/Pre-data	❖	❖	❖	❖	❖	❖
3 Yr Goal						
Year 1 - Goal FY 14-15						
Year 2 - Goal FY 15-16						
Year 3 - Goal FY 16-17						

METRIC 14 COLLEGE ENROLLMENT RATES

Identify the number and percentage of students who complete high school and enroll in post-secondary institutions.

	Number and percentage of students who completed high school and enrolled in postsecondary institutions	
	Number#	Percentage%
Baseline/Pre-data	❖	❖
3 Yr Goal		
Year 1 - Goal FY 14-15		
Year 2 - Goal FY 15-16		
Year 3 - Goal FY 16-17		

METRIC 15 DISCIPLINE RATES

Identify the number of incidents of discipline data.

Discipline Rates	Weapons Offenses	Drug Offenses	Assaults / Fights	Bullying / Harassment	Thefts	Non-Violent Offenses
Baseline/Pre-data	0	0	9	0	1	13
3 Yr Goal	0	0	3	0	0	10
Year 1 - Goal FY 17-18	0	0	2	0	0	8
Year 2 - Goal FY 18-19	0	0	1	0	0	5
Year 3 - Goal FY 19-20	0	0	0	0	0	3

METRIC 16 CHRONIC ABSENTEEISM

Identify the number and percentage of students with absences equal to or greater than 10% of the total number of days in the regular academic school year.

	Number and	
	Number#	Percentage%
Baseline/Pre-data	25	13.0%
3 Yr Goal	15	8.3%
Year 1 - Goal FY 17-18	13	7.2%
Year 2 - Goal FY 18-19	10	5.5%
Year 3 - Goal FY 19-20	7	3.8%

METRIC 17 DISTRIBUTION OF TEACHERS BY PERFORMANCE LEVEL

Identify number of teachers. Identify the labels used in the district’s evaluation system (e.g., unsatisfactory, needs improvement, meets standards, exemplary) on the LEA’s teacher evaluation instrument and report the distribution of teachers and principals by performance levels.

Performance levels should be one of the following: Unsatisfactory, Needs Improvement, Meets Standards, Exemplary

Performance Levels used for the Teacher Evaluations	Level 1 - Number of teachers rated as (Lowest Performing) Unsatisfactory	Level 2 - Number of teachers rated as Needs Improvement	Level 3 - Number of teachers rated as Meets Standards	Level 4 - Number of teachers rated as (Highest Performing) Exemplary
Baseline/Pre-data	0	1	21	2
3 Yr Goal	0	1	19	4
Year 1 - Goal FY 17-18	0	1	20	3
Year 2 - Goal FY 18-19	0	0	21	3
Year 3 - Goal FY 19-20	0	0	20	4

METRIC 18 TEACHER ATTENDANCE RATES

Identify the number of FTE days teachers worked divided by the maximum number of FTE teacher working days. (A teacher is considered absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.)

	Teacher Attendance Rates
Baseline/Pre-data	303
3 Yr Goal	200
Year 1 - Goal FY 17-18	300
Year 2 - Goal FY 18-19	295
Year 3 - Goal FY 19-20	200

Boost Program

Data Points that qualify a student for Boost Program

- Grades - below 65 in reading, math or language for two grading periods. (minimum of a period of 9 weeks for teacher documented remediation)
- MDE – Bottom Quartile (MCT – 25th percentile per grade/school)
- Universal Screener (MAPS - 25th percentile or lower)
- Universal Screener Dyslexia (Kindergarten & First)
- Universal Screener (Dibels Next - At Risk category: STAR – Intervention and Urgent Intervention)
- Universal Screener (Behavioral)
- Behavioral Concerns (3 Office Referrals)
- MSIS - 20 day students
 - Grades 1-3: Student has failed one grade.
 - Grades 4-12: Student has failed two grades.
 - Student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
 - Student scored at the minimal level on any part of the grade 3 or grade 7 State Test.

To no longer qualify for Boost, a student – **Tier 2** must meet success in **two** of the following:

To no longer qualify for Boost, a student – **Tier 3** must meet success in **three** of the following:

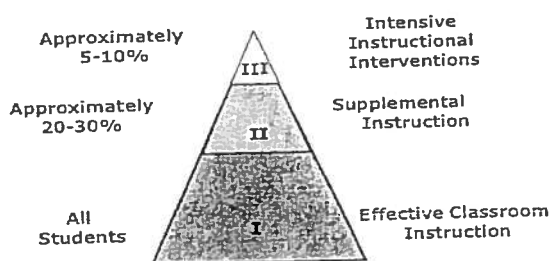
DATA SOURCE	SCORE/DATA FREQUENCY	FREQUENCY REVIEWED
Progress Monitoring Mastery of skills deficit on grade level	1 X Weekly	1 X weekly
Success Maker/iReady	Minimum of 2 X weekly	1 X weekly
Grades	Minimum of 1 X weekly	1 X weekly
Dibels Next; STAR	3 x yearly	3 X yearly
MAPS	3 X yearly	3 x yearly
State Test	1 x yearly	1 x yearly
3 rd Gate	1 x yearly	1 x yearly

Behavioral Interventions

- Analysis of TSP (Targeted Support Plan)
- Office Referrals
- Teacher Recommendations
- Must be gradual release of intervention

NOTE: Students should be monitored closely as they transition from Tier to Tier with the intervention being faded out as appropriate.

Students served by the three-tier model:



Forrest County School District TST Referral for Tier II/III Consideration

STEPS TO FOLLOW FOR STUDENTS FOUND AT-RISK	RESPONSIBLE
<p>1a: Staff identifies <u>academically</u> at-risk students using Universal Screener(s), Statewide Assessment, MSIS Instructional Intervention Screen, and/or classroom performance, and /or information provided by the parents</p> <ul style="list-style-type: none"> • Submit Request to School Teacher Support Team (Form 1) <p>1b: Staff identifies <u>behavioral/emotional</u> at-risk students using Universal Screener, office referrals and/or teacher observation, and/or information provided by the parent.</p> <ul style="list-style-type: none"> • Submit Request to School Teacher Support Team Form (Form 1) <p>NOTE: <i>see page 5 of flowchart for directive on Parent Referral</i></p>	<p>Staff and Parents</p>
<p>2: Student identified as at-risk and referred to TST for documentation(s) of concern(s) and plan of action.</p> <p>NOTE: <i>For students referred to TST based on MSIS criteria, Form 3 is not necessary for initial meeting, as these referrals must be made within the first twenty (20) days of school.</i></p> <ul style="list-style-type: none"> ○ <i>Minutes kept for first time referrals via MSIS criteria to TST. (Form 2)</i> ○ <i>If student was in the TST process the previous year, folder to be reviewed and process continued based tier placement and current data.</i> ○ <i>Form 3 & Form 5 will be completed should TST determine that Tier II intervention is necessary.</i> • Teachers should bring Tier I Remediation Form and/or Classroom Teacher Tier II form along with Tier I Documentation Form (Form 3) & Student Testing Data Form (Form 5), which requires a minimum of two interventions, to TST meeting. • <i>Observation completed by an administrator and date of observation given to TST. This observation to be completed within two weeks of the initial referral.</i> • <i>TST Chair request observation by administrator.</i> • <i>Administrator provides date of observation to TST.</i> • <i>Date(s) is documented on Form 3 Page 1 by TST Chair.</i> 	<p>TST Team</p> <p style="text-align: right;">Page 1 of 5 05/15</p>

Forrest County School District TST Referral for Tier II/III Consideration

<p>3. TST Chair will request V/H Screening, (Form 4) completed by S/L pathologist.</p> <p>This form kept in student folder with documented results.</p> <p>NOTE: <i>If student fails V/H screening, S/L therapist informs parent and TST. <u>This does not stop the intervention process.</u> If parent does not respond in two weeks, TST Chairperson to follow up until concern is resolved and document contacts on Parent Contact Sheet.</i></p>	<p>TST Team</p> <p>and</p> <p>S/L Pathologist, as applicable</p>
<p>4. On completion of steps #2, the TST chair schedules review of data and writing of intervention(s) for Tier II. At scheduled meeting:</p> <ul style="list-style-type: none"> • Statement of Confidentiality Signed (Form 11) • Strategic /targeted Tier II Intervention(s) established (Form 6) <p>NOTE: <i>Blue Teacher Referral Green – MSIS Driven Referral</i></p>	<p>TST Team</p>
<p>5. Once intervention determined:</p> <ul style="list-style-type: none"> • TST Chair provides classroom teacher letter for parents • Parent(s) informed of Tier initiative (Form 7a or 7b) using letter and TST Meeting Summary Form (Form 2) • Contact Recorded on Parent Contact Sheet (Form 10) by teacher. 	<p>Boost Teacher</p> <p>and</p> <p>Referring Teacher</p>
<p>6. Begin Tier II Intervention(s) as developed and scheduled by TST (no later than 3 school days).</p> <ul style="list-style-type: none"> • Frequency = minimum 2 x weekly • Suggested Grouping = 3 to 6 students • Eight (8) weeks maximum • Progress Monitoring = minimum 1 x weekly • Graph showing baseline, goal and student progress (Must be kept weekly in folders) 	<p>Boost Staff</p> <p>and/or</p> <p>Classroom Teacher</p> <p style="text-align: right;">Page 2 of 5</p> <p style="text-align: right;">05/15</p>

Forrest County School District TST Referral for Tier II/III Consideration

<p>7. Graph of weekly probes reviewed minimum of every two (2) weeks to assess effectiveness of intervention(s). Based on success of Tier II review, TST will determine: (Graphs must be updated weekly with information)</p> <ul style="list-style-type: none">• Continue implementation and monitoring of Tier II intervention(s)• Revise Tier II by adding another component or changing instruction and/or methodology.• Return to Tier I<ul style="list-style-type: none">◦ TST Meeting Summary Form (Form 2)• Move to Tier III<ul style="list-style-type: none">◦ TST Meeting Summary Form (Form 2)◦ Conduct Student Interview (Form 8)• Teacher shares progress with parent and notes contact on Parent Contact Sheet. (Form 10)	TST Team
<p>8. Should student be considered for Tier III, District Interventionist contacted to review Tier II documentation and assist in the development of Tier III Intervention, as appropriate.</p> <ul style="list-style-type: none">◦ Frequency = minimum 4 x weekly◦ Suggested Grouping = 1 to 3 students◦ Eight (8) weeks maximum◦ Graph showing baseline, goal, student progress AND discrepancy from peers. <ul style="list-style-type: none">• TST writes Tier III Intervention (Form 9) <p>NOTE: <i>Pink – Teacher Referral Yellow – MSIS Driven Referral</i></p>	TST Team & District Interventionist Page 3 of 5 05/15

Forrest County School District TST Referral for Tier II/III Consideration

<p>9. Graph of weekly probes reviewed minimum of every two (2) weeks to assess effectiveness of intervention(s). (Graphs must be updated weekly with information)</p> <p>Based on success of Tier III review, TST will determine:</p> <ul style="list-style-type: none"> • Return to Tier II <ul style="list-style-type: none"> ◦ TST Meeting Summary Form (Form 2) • Continue implementation and monitoring of Tier III intervention(s) <ul style="list-style-type: none"> ◦ TST Meeting Summary Form (Form 2) • Revise Tier III <ul style="list-style-type: none"> ◦ TST Meeting Summary Form (Form 2) • Request review by Multidisciplinary Evaluation Team (MET) <ul style="list-style-type: none"> ◦ Complete Checklist for MET Consideration (Form 12) ◦ One Teacher Narrative ◦ Benchmarks (grade appropriate) <p>NOTE: <i>Should TST request review for by MET, the District Interventionist will collect folder.</i></p> <ul style="list-style-type: none"> • <i>Should additional information be needed, school informed by District Interventionist. Interventions will continue while information is gathered.</i> 	<p>TST Team</p> <p>District Interventionist</p> <p>MET</p>
<p>10. MET will review folder to determine if student is performing at a level significantly below peers despite tailored interventions.</p> <ul style="list-style-type: none"> • Should a comprehensive assessment be warranted, parents will be contacted by the District's Special Education Department. <p>NOTES: <i>Additional resources available:</i></p> <ul style="list-style-type: none"> • <i>Release of Information Form</i> • <i>Measured Progress Monitoring Goals</i> 	<p>MET</p> <p>Page 4 of 5</p> <p>05/15</p>

Forrest County School District TST Referral for Tier II/III Consideration

Parent Referrals

- Principal IMMEDIATELY contacts District Interventionist and District Special Education Department regarding request.
- District Interventionist schedules meeting with Multidisciplinary Evaluation Team (MET). Parent(s) request discussed and documentation from parent(s) and/or school received and reviewed.

NOTE:

- *MET must meet within ten (10) school days to consider the request and give Written Prior Notice (WPN) to the parent within five (5) school days of meeting.*
- *MET must assure that lack of appropriate instruction in reading and math is not the determinant factor for any eligibility category.*
- Based on documentation:
 - If the child is not suspected of having a disability, the MET will refer the child to the TST for interventions using the 3-Tier Instructional Model.
 - If the child is suspected of having a disability, the MET must "make reasonable efforts to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability." [See State Policies §§300.300(a) (1) (iii) and 300.301(b) (1)]

PARENT

TST

MET

TST/Boost Forms List

Pre- TST/Boost forms – not mandatory

Tier I Classroom Remediation Documentation form – K-8

Tier I Classroom Remediation form – high school

Classroom Teacher Academic/Behavior Documentation - Tier I form

TST/Boost forms

Form 1 – Request to Teacher Support Team (TST)

Form 2 – TST Committee Meeting Minutes

Form 3 – Student Data and Intervention Documentation

Form 4 – Request for Vision/Hearing screening

Form 5 – Student Testing Data

Form 6 – Strategic Target Intervention Tier II Intervention (weekly form) (Regular – Blue MSIS – Green)

Form 7a - Parent Information Letter - Academic/Behavior

Form 7b –Parent Information Letter - Dyslexia

Form 8 – Student Interview

Form 9 - Strategic Target Intervention Tier III Intervention (weekly form) (Regular – Pink MSIS – Yellow)

Form 10 – Parent Contact

Form 11 – Statement of Confidentiality

Form 12 Checklist /Coversheet to Ready File for MET consideration

Additional Documents:

Measurable Progress Monitoring Goals

TST Tracking sheet (Tier II & Tier III)

Release of Information Form (SPED)

Student Interview (Behavior) (SPED)

Parent Interview (Behavior) (SPED)

District Review (Interventionist)

Tier 1 Classroom Remediation Documentation

Student Name _____ Subject _____ Teacher _____

Area(s) of Concern - _____

Tier I Intervention(s) Conducted in the Classroom Setting

START DATE	INTERVENTION CONDUCTED	FREQUENCY	DURATION	MONITORING TOOL	SUCCESSFUL/NOT SUCCESSFUL - DESCRIBE

Data must be presented at the meeting prior to any Boost Intervention being developed.

Tier I Intervention(s) Conducted in the Classroom Setting (continuation)

START DATE	INTERVENTION CONDUCTED	FREQUENCY	DURATION	MONITORING TOOL	SUCCESSFUL/NOT SUCCESSFUL - DESCRIBE

High School Tier 1 Classroom Remediation Documentation

Student Name _____ Subject _____ Teacher _____

Area(s) of Concern - _____

Tier I Intervention(s) Conducted in the Classroom Setting

DATE	REMEDIATION ACTIVITY	REASON	DURATION OR TIME	OBJECTIVE OR STANDARD ADDRESSED	SUCCESSFUL/NOT SUCCESSFUL - DESCRIBE	DOCUMENTATION

Data must be presented at the meeting prior to any Boost Intervention being developed.

Tier I Intervention(s) Conducted in the Classroom Setting

DATE	REMEDIATION ACTIVITY	REASON	DURATION OR TIME	OBJECTIVE OR STANDARD ADDRESSED	SUCCESSFUL/NOT SUCCESSFUL -- DESCRIBE	DOCUMENTATION

**Classroom Teacher Academic/Behavioral Tier I
Remediation and Intervention Documentation Form for**

Weeks of _____ and _____

Student Name _____ Teacher _____

Subject/Behavior Area Being Remediated _____

Subject Area/Behavioral Strength _____

Dates of Remediation and Retesting _____

Current Concerns – please check all that apply.

BEHAVIORAL

- ◇ Excessive Absences
- ◇ Poor Attention/Concentration
- ◇ Disruptive in Class
- ◇ Incomplete Assignments
- ◇ Poor Organizational Skills
- ◇ Difficulty Working with Peers
- ◇ Noncompliant to Teacher Directives
- ◇ Unmotivated
- ◇ Student Apathy

ACADEMIC

- ◇ Below Grade Level – Reading Fluency
- ◇ Below Grade Level – Reading Comprehension
- ◇ Below Grade Level – Spelling Skills
- ◇ Below Grade Level – Math Skills
- ◇ Below Grade Level – English Skills
- ◇ Poor Writing Skills (mechanics/content)
- ◇ Poor Memory Skills
- ◇ Poor Grades on Daily Work (not participation or group work)
- ◇ Poor Grades on Skills Based Assessments

Attach a copy of what was done for remediation, a copy of the original assessment of the objective(s), and a copy of the retest assessment of the objective(s). (This objective should be measurable – The measurement should be available via the retest assessment of objectives)

Objective(s) - _____

Type of Intervention	Start Date	Amount of Remediation Time	Frequency of Intervention	Effectiveness of Intervention 1. Yes or No 2. % of Mastery
ACADEMIC				
• One-on-One				
• Small Group				
• Extra Time				
• Study Guide/Guided Notes				
• CUBES Strategy				
• TPQDrPAC Reading Strategy				
• UNRAAVEL Reading Strategy				
BEHAVIORAL				
• Cue to Stay on Task				
• Assignment Completion				
• Seating Arrangement				
• Other - _____				

PARENT CONTACT: At least 1 attempt per week via phone, email (attach a copy of email and parent's response), or face to face contact. If unable to reach parent – please contact principal immediately and document below.

DATE OF CONTACT	PERSON CONTACTED	METHOD OF CONTACT	INFORMATION DISCUSSED
		◇ Email ◇ Phone ◇ Face-To-Face	
		◇ Email ◇ Phone ◇ Face-To-Face	

Request to the School Teacher Support Team (TST)

Student: _____ Date of Birth: _____ Grade: _____
 MSIS No.: _____ School: _____

TO: Teacher Support Team Chair

I request that the above named student be reviewed by the TST to assist in providing interventions in an effort to improve his/her overall academic performance.

I have observed problems that interfere with his/her educational progress in the following area(s):

- _____ Academic performance, low or failing grades – Subject(s) _____
- _____ Behavior – Academic or Non-Academic
- _____ Medical
- _____ MAPS, (Reading, Math, LA)
- _____ Dibels Next - _____
- _____ Dyslexia Screener - _____
- _____ STAR, (Reading, Math) - _____
- _____ Other, specify _____

Referral of the student is made based upon Mississippi State Board Policy 4300. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below:

- _____ Grades 1-3: Student has failed one grade.
- _____ Grades 4-12: Student has failed two grades.
- _____ Student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- _____ Student scored at the minimal level on any part of the grade 3 or grade 7 Mississippi Curriculum Test 3 (MCT3).

	Date	Initials
TST chair to initial and date receipt of referral		
Referring teacher to date and initial receipt of the Student Data Sheet (Form 3)		
Date for the TST to meet about the student (must be within 2 weeks of referral)		

Request to the School Boost Intervention Team

Student: _____ Date of Birth: _____ Grade: _____

MSIS No.: _____ School: _____

TO: Boost Intervention Chair

I request that the above named student be reviewed by the Intervention Team to assist in providing interventions in an effort to improve his/her overall academic performance.

I have observed problems that interfere with his/her educational progress in the following area(s):

- _____ Academic performance, low or failing grades – Subject(s) _____
- _____ Behavior – Academic or Non-Academic
- _____ Medical
- _____ MAPS, (Reading, Math, LA)
- _____ Dibels Next - _____
- _____ Dyslexia Screener - _____
- _____ STAR, (Reading, Math) - _____
- _____ Other, specify _____

OR

Referral of the student is made based upon Mississippi State Board Policy 4300. These referrals must be made within the first 20 school days of a school year if the child failed the preceding year. Please indicate below:

- _____ Grades 1-3: Student has failed one grade.
- _____ Grades 4-12: Student has failed two grades.
- _____ Student failed either of the preceding two grades and has been suspended or expelled for more than 20 days in the current school year.
- _____ Student scored at the minimal level on any part of the grade 3 or grade 7 Mississippi Curriculum Test 3 (MCT3).

	Date	Initials
Boost Intervention chair to initial and date receipt of referral		
Referring teacher to date and initial receipt of the Student Data Sheet (Form 3)		
Date for the Intervention Team to meet about the student (must be within 2 weeks of referral)		

Homeroom _____

Form 2

Teacher Support Team (TST) Meeting Summary Form

Student Name: _____ Grade: _____ MSIS Number: _____

Meeting Date: _____ Current Grades: R _____ M _____ E/LA _____

Summary of Discussion: _____

Recommendations:

Academic Instructional Intervention in the area(s) of:

____ Reading ____ Math ____ Language Arts
____ Other _____

- Move to Tier II
- Intervention successful/continue plan
- Intervention not successful/modify current plan
- Goal reached, only Tier I needed
- Move to Tier III
- Referral to School Counselor
- Student Conference
- Parent Conference
- Other

Behavioral Intervention in the area(s) of

- Intervention successful/continue plan
- Intervention not successful/modify current plan
- Goal reached, only Tier I needed
- Move to Tier III
- Behavior Observation
- Conduct Functional Behavior Assessment
- Behavior Intervention Plan (BIP)
- Referral to School Counselor
- Student Conference
- Parent Conference
- Other

Signatures and Titles of Participants:

Parent Signature _____ Date _____

• PLEASE SIGN AND RETURN THIS FORM TO YOUR CHILD'S TST TEACHER TO ACKNOWLEDGE RECEIPT OF SUMMARY.

Boost Intervention Meeting Summary Form

Student Name: _____ Grade: _____ MSIS Number: _____

Meeting Date: _____ Current Grades: R _____ M _____ E/LA _____

Summary of Discussion: _____

Recommendations:

Academic Instructional Intervention in the area(s) of:

____ Reading ____ Math ____ Language Arts

____ Other _____

- Move to Tier II
- Intervention successful/continue plan
- Intervention not successful/modify current plan
- Goal reached, only Tier I needed
- Move to Tier III
- Referral to School Counselor
- Student Conference
- Parent Conference
- Other

Behavioral Intervention in the area(s) of

- Intervention successful/continue plan
- Intervention not successful/modify current plan
- Goal reached, only Tier I needed
- Move to Tier III
- Behavior Observation
- Conduct Functional Behavior Assessment
- Behavior Intervention Plan (BIP)
- Referral to School Counselor
- Student Conference
- Parent Conference
- Other

Signatures and Titles of Participants:

Parent Signature _____ Date _____

- PLEASE SIGN AND RETURN THIS FORM TO YOUR CHILD'S BOOST TEACHER TO ACKNOWLEDGE RECEIPT OF SUMMARY.

Tier I Student Data and Intervention Document

Form 3 (Page 1 of 2)

Student _____ Homeroom Teacher _____ Date _____

MSIS Number _____ Grade _____ Birthdate _____

Parent/Guardian _____ Phone _____

Strengths of Student 	Academic Areas <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Language <input type="checkbox"/> Content Area <input type="checkbox"/> Other _____	Behavioral/External <input type="checkbox"/> Aggressive <input type="checkbox"/> Open Defiance <input type="checkbox"/> Other _____ Behavioral/Internalizing <input type="checkbox"/> Withdrawn <input type="checkbox"/> Social Deficits Behavioral/Academic <input type="checkbox"/> Organizational <input type="checkbox"/> Difficulty Completing Task <input type="checkbox"/> Off Task Behavior <input type="checkbox"/> Other _____
---	--	--

Results:

Medical Diagnosis shared by parent (attach supporting documentation) Yes _____ No _____

If yes, please list diagnosis _____

Release of Information Signed by parent Yes _____ (see copy attached) No _____

Current Grades

Reading _____ Math _____ English _____ SS/H _____ Sci _____ Other _____

Cumulative Record Review – Each area must be addressed

Attendance Last Year Days Absent _____ To Date, Days Absent _____	Number of schools attended 	Retention Number of Years _____ Grade(s) _____	Discipline Record <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Total # of ODRs _____ <input type="checkbox"/> Total # of Suspension _____ IN _____ OUT
--	---	---	---

Tier I Interventions

Dates (To/From)	Two (2) Interventions/Instructional Strategies

Date(s) of Observation by Administrator for efficacy, validity and integrity of classroom instruction.

ENVIRONMENTAL, CULTURAL OR ECONOMIC FACTORS

Check all factors that apply to the student. Use available records, interviews with parents, and other resources to obtain data.

<p>ENVIRONMENTAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Limited experiential background <input type="checkbox"/> Irregular attendance (absent at least 23% of the time in a grading period for reasons other than verified personal illness) <input type="checkbox"/> Transiency in elementary school years (at least two moves in a single year) <input type="checkbox"/> School readiness as compared to peer group <input type="checkbox"/> N/A 	<p>CULTURAL DISADVANTAGE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Limited experiences in a majority-based culture (child does not participate in scouts, clubs, other organizations and activities with members of dominant culture) <input type="checkbox"/> Child has limited involvement in organizations and activities of any culture <input type="checkbox"/> Secondary standards in conflict with majority-based culture standards <input type="checkbox"/> Geographic isolation <input type="checkbox"/> N/A 	<p>ECONOMIC DISADVANTAGE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Residence in a depressed economic area <input type="checkbox"/> Low family income at subsistence level <input type="checkbox"/> Family unable to afford enrichment materials and/or experiences <input type="checkbox"/> N/A
---	---	--

Do the above-checked items indicate this student's educational performance is primarily due to environmental, cultural or economic disadvantage? If yes, please explain.

PLEASE GIVE DATA DRIVEN RATHER THAN OPINION-BASED RESPONSES.

<p>Student is Disruptive in Class</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fidgets <input type="checkbox"/> Is overly active <input type="checkbox"/> Will not remain in seat <input type="checkbox"/> Talks out of turn <input type="checkbox"/> Disturbs others when they are working <input type="checkbox"/> Constantly seeks attention <input type="checkbox"/> Overly aggressive with others <input type="checkbox"/> Belligerent toward teachers and others in authority <input type="checkbox"/> Defiant or stubborn <input type="checkbox"/> Impulsive <input type="checkbox"/> Can't wait his/her turn <input type="checkbox"/> Acts without thinking of the consequences <input type="checkbox"/> None Observed 	<p>Student is Withdrawn</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shy, timid <input type="checkbox"/> Has difficulty making friends <input type="checkbox"/> Sits alone in cafeteria <input type="checkbox"/> Does not join in classroom group activities <input type="checkbox"/> Overly conforms to rules <input type="checkbox"/> Appears to be daydreaming or be out of touch with the class <input type="checkbox"/> Has difficulty expressing feelings <input type="checkbox"/> None Observed 	<p>Student is Anxious</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appears depressed <input type="checkbox"/> Rarely smiles <input type="checkbox"/> Appears to be tense <input type="checkbox"/> Appears frightened or worried <input type="checkbox"/> Cries easily <input type="checkbox"/> Does not trust others <input type="checkbox"/> Reports fears or phobias <input type="checkbox"/> None Observed
<p>Student Has</p> <ul style="list-style-type: none"> <input type="checkbox"/> Been on runaway status <input type="checkbox"/> Been caught for stealing at school <input type="checkbox"/> Left class without permission <input type="checkbox"/> Cursed school personnel <input type="checkbox"/> Threatened to harm school personnel or wished school personnel harm <input type="checkbox"/> Been suspended for fighting <input type="checkbox"/> Attempted suicide <input type="checkbox"/> Had tobacco violations at school <input type="checkbox"/> Had drug/alcohol violations at school <input type="checkbox"/> Unknown 	<p>Social/Emotional Behavior</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks self-confidence <input type="checkbox"/> Says "can't do" even before attempting <input type="checkbox"/> Reacts poorly to disappointment <input type="checkbox"/> Is overly sensitive to disappointment <input type="checkbox"/> Depends on others <input type="checkbox"/> Clingy with adults <input type="checkbox"/> Pretends to be ill <input type="checkbox"/> Has poor grooming or personal hygiene <input type="checkbox"/> None Observed 	<p>Motivation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tends to give up easily <input type="checkbox"/> Usually completes about half of the assignment <input type="checkbox"/> Does complete homework <input type="checkbox"/> Has difficulty getting started on assignments <input type="checkbox"/> None Observed
<p>Classroom Preparedness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Always bring necessary supplies <input type="checkbox"/> Usually brings supplies <input type="checkbox"/> Seldom comes to class with supplies <input type="checkbox"/> Never comes to class with supplies 	<p>To Your Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is active in the court system. <input type="checkbox"/> Student is in counseling. <input type="checkbox"/> Student is on medication. <input type="checkbox"/> Unknown 	<p>Classroom Participation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Almost always <input type="checkbox"/> Frequently <input type="checkbox"/> Occasionally <input type="checkbox"/> Seldom

Forrest County School District Request for Vision/Hearing Screening

Date _____

To _____

From _____

The following student has been referred to Boost Intervention/TST. Please screen the student for vision and hearing.

Student Name _____ MSIS Number _____

Homeroom Teacher _____ Grade _____ Date of Birth _____ Race ____ Gender ____

Hearing and Vision Results – Appendix J – DI-SE-F55 – Revised, August 1992

A. Hearing Screening
Instrument: Audiometer

	1 st Screening	2 nd Screening
Pass		
Fail		
Examiner		

B. Vision Screening
Instrument: Snellen E Chart

	1 st Screening		2 nd Screening	
Screened wearing glasses?	Yes	<input type="checkbox"/>	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>	No	<input type="checkbox"/>
Both Eyes	20/		20/	
Right Eye – Far Vision	20/		20/	
Left Eye – Far Vision	20/		20/	
Near Vision	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>	Pass <input type="checkbox"/>	Fail <input type="checkbox"/>

Hearing Screener- pass fail Date: _____

Vision Screener: pass fail Date: _____

Re-Screen: pass fail Date: _____

Re-Screen: pass fail Date: _____

Student Testing Data Sheet

Student Name _____ MSIS # _____ Grade _____

MSIS 20 day MSIS Student
Minimal on Statewide Assessment _____
Failed Prior School Year(s) _____

Bottom Quartile - Based on State Test scores from prior year	
Reading _____	Math _____
English/LA _____	

State Test - (Prior School Year)

LA _____
M _____

SPECIAL POPULATION
504 _____
ELL _____
DYSLEXIA _____
SPEECH/LANGUAGE _____

Dyslexia Screener	Date	P - PASS F - Fail
K		
1 ST		

KINDERGARTEN - MKAS ²
FALL/530 _____
SPRING/681 _____
3RD GRADE GATE _____;
1 st re-test _____; 2 nd re-test _____;
3 rd re-test _____
SATP Scores - (High School Only)
ALG I _____ BIO I _____
ENG II _____ US History _____

STAR	BOY	MOY	EOY
Reading	SS _____ GE _____	SS _____ GE _____	SS _____ GE _____
Math	SS _____ GE _____	SS _____ GE _____	SS _____ GE _____

Other Information : Failed Math Prior School Year? _____ Failed Grade Level(s)? _____

NWEA MAPS Scores

Fall

R _____ / _____ %
L _____ / _____ %
M _____ / _____ %

Winter

R _____ / _____ %
L _____ / _____ %
M _____ / _____ %

Spring

R _____ / _____ %
L _____ / _____ %
M _____ / _____ %

DIBELS

BOY

LNF _____ IN ST CR
FSF _____ IN ST CR
PSF _____ IN ST CR
NWF CLS _____ IN ST CR
NWF WWR _____ IN ST CR
ORF _____ IN ST CR
CLS _____
ORF _____ IN ST CR
WWR _____
DAZE _____ IN ST CR

MOY

LNF _____ IN ST CR
FSF _____ IN ST CR
PSF _____ IN ST CR
NWF CLS _____ IN ST CR
NWF WWR _____ IN ST CR
ORF _____ IN ST CR
CLS _____
ORF _____ IN ST CR
WWR _____
DAZE _____ IN ST CR

EOY

LNF _____ IN ST CR
FSF _____ IN ST CR
PSF _____ IN ST CR
NWF CLS _____ IN ST CR
NWF WWR _____ IN ST CR
ORF _____ IN ST CR
CLS _____
ORF _____ IN ST CR
WWR _____
DAZE _____ IN ST CR

Course Performance							
Subject	T1	T2	S1	T3	T4	S2	Final
Reading							
Mathematics							
Science							
Social Studies							
Language Arts							

Subject: _____

**Strategic Target Intervention
Tier II Intervention
Focused Supplemental Instruction**

Student's Name: _____ Grade _____ School _____

<p>Initial Meeting Date _____</p> <p>8 Week Maximum Decision Date _____</p> <p>Progress Monitoring Instrument _____</p> <p>Days of the Week Intervention is Conducted</p> <p>_____</p> <p>Length of Time for Intervention Per Day</p> <p>_____</p> <p>Measurable Goal:</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Targeted Area(s) of Concern</p> <p><input type="checkbox"/> MSIS Referral</p> <p><input type="checkbox"/> Math</p> <p><input type="checkbox"/> LA</p> <p><input type="checkbox"/> Retention</p> <p><input type="checkbox"/> Basic Reading Skills</p> <p><input type="checkbox"/> Fluency</p> <p><input type="checkbox"/> Comprehension</p> <p><input type="checkbox"/> Written Expression</p> <p><input type="checkbox"/> Listening Comprehension</p> <p><input type="checkbox"/> Number Concepts</p> <p><input type="checkbox"/> Math Calculation</p> <p><input type="checkbox"/> Math Problem Solving</p> <p><input type="checkbox"/> Disciplinary Behavior</p> <p><input type="checkbox"/> Academic Behaviors</p> <p><input type="checkbox"/> Language Arts</p> <p><input type="checkbox"/> MAPS _____</p> <p><input type="checkbox"/> Organizational Skills</p>	<p>Signatures</p>
---	---	--------------------------

Appropriate supplemental intervention(s) based on data gathered

Week 1	Date Progress Monitoring Conducted Data Results	Signatures
---------------	--	-------------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 2	Date Progress Monitoring Conducted Data Results	Signatures
---------------	--	-------------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 3	Date Progress Monitoring Conducted Data Results	Signatures
---------------	--	-------------------

Comments/Additional Information/ Additions and/or changes to Intervention
M
LA

Week 4	Date Progress Monitoring Conducted Data Results	Signatures
--------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 5	Date Progress Monitoring Conducted Data Results	Signatures
--------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 6	Date Progress Monitoring Conducted Data Results	Signatures
--------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 7	Date Progress Monitoring Conducted Data Results	Signatures
--------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 8	Date Progress Monitoring Conducted Data Results	Signatures
--------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Date - _____ The TST has determined that the student will -

- Continue Tier II _____ MSIS Entered Date _____ Entry Person: _____
- Move to Tier III _____ due to _____
District Interventionist Signature _____
- Move to Tier I and Monitor due to _____

Student Name _____ Subject: READ MATH ELA BX

Week _____	Date Progress Monitoring Conducted Data Results	Signatures
------------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week _____	Date Progress Monitoring Conducted Data Results	Signatures
------------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week _____	Date Progress Monitoring Conducted Data Results	Signatures
------------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R

Week _____	Date Progress Monitoring Conducted Data Results	Signatures
------------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week _____	Date Progress Monitoring Conducted Data Results	Signatures
------------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Date - _____ The TST has determined that the student will –

Continue Tier II _____ MSIS Entered Date _____ Entry Person: _____

Move to Tier III _____ due to _____
District Interventionist Signature _____

Move to Tier I and Monitor due to _____

**Forrest County School District
Parent Information Letter
TST - Tier Process**

Date: _____

Dear _____,

The Teacher Support Team (TST) is a problem-solving team that provides an approach for the recognition of struggling students before they fall behind. Each school must have a Teacher Support Team established in accordance with the process developed by the Mississippi Department of Education. It is this team's responsibility to provide struggling students with supports based on a three-tier process.

Tier 1: Quality classroom instruction based on MS Curriculum Frameworks.

Tier 2: Focused instruction in addition to regular classroom instruction.

Tier 3: Intensive interventions specifically designed to meet the individual needs of students.

Based on data gathered to date, the TST recommended that your child,

_____, enter **Tier 3** interventions in the area(s) of

Reading / Math / English (Language Arts) / Behavior (Academic/ Non-Academic).

Intervention(s) will begin within the next week. Data gathered throughout the process will be used to determine effectiveness of intervention(s). We encourage your participation in the TST process. If you would like to attend a meeting or receive additional information regarding your child's intervention(s), please contact me by phone

_____ or email _____.

Sincerely,

Forrest County School District
Parent Information Letter
BOOST Intervention - Tier Process

Date: _____

Dear _____,

The Boost Intervention Team is a problem-solving team that provides an approach for the recognition of struggling students before they fall behind. Each school must have a Intervention Team established in accordance with the process developed by the Mississippi Department of Education. It is this team's responsibility to provide struggling students with supports based on a three-tier process.

Tier 1: Quality classroom instruction based on MS Curriculum Frameworks.

Tier 2: Focused instruction in addition to regular classroom instruction.

Tier 3: Intensive interventions specifically designed to meet the individual needs of students.

Based on data gathered to date, the Intervention Team recommended that your child,

_____, enter **Tier 2** interventions in the area(s) of

Reading / Math / English (Language Arts) /Behavior (Academic/ Non-Academic).

Intervention(s) will begin within the next week. Data gathered throughout the process will be used to determine effectiveness of intervention(s). We encourage your participation in the TST process. If you would like to attend a meeting or receive additional information regarding your child's intervention(s), please contact me by phone

_____ or email _____.

Sincerely,

Forrest County School District
Parent Information Letter
Dyslexia Screener

Date: _____

Dear _____,

House Bill 1031 - Requires that all compulsory-school-age children be screened for dyslexia during the period between the Spring of Kindergarten and the Fall of Grade 1 and other appropriate times as deemed necessary in the public schools of this state.

The results of your child's screener indicate area(s) of concern. Your child, _____, is being referred to the Teacher Support Team for interventions to be developed.

The Boost Intervention Team is a problem-solving unit that provides a systematic approach for identifying struggling students before they fall behind. Each school must have a Intervention Team implemented in accordance with the process developed by the Mississippi Department of Education. It is this team's responsibility to provide struggling students with supports based on a three-tier process.

Tier 1: Quality classroom instruction based on MS Curriculum Frameworks.

Tier 2: Focused supplemental instruction.

Tier 3: Intensive interventions specifically designed to meet the individual needs of students.

We encourage your participation in the Boost Intervention process. If you would like to attend a meeting or receive additional information regarding your child's intervention(s), please contact me by phone at _____ or email

_____.

Sincerely,

STUDENT INTERVIEW

Student Name _____ Grade _____ Age _____ Date _____
 School _____ Interviewer/Position _____

Are you involved in any sports/clubs/activities at school or in the community?	
What do you enjoy doing after school?	
What is your favorite subject?	
In what subject do you need the most help?	
What does your teacher do that makes things easier for you in class?	
What at school makes things more difficult?	
Where do you do your homework?	
Does anyone help you with your homework?	
How much time do you spend on homework each night?	
Are there any distractions in your homework setting?	
How do you decide which homework assignment to do first?	
If you do not have a homework assignment, do you review notes or read?	
What kinds of homework assignments do you like the most?	
What kinds of homework assignments do you like the least?	

Subject: _____

**Strategic Target Intervention
Tier III Intervention
Intensive Interventions Specifically Designed for Individual Needs of Student**

Student's Name: _____ Grade _____ School _____

<p>Initial Meeting Date _____</p> <p>8 Week Maximum Decision Date _____</p> <p>Progress Monitoring Instrument _____</p> <p>Days of the Week Intervention is Conducted _____</p> <p>Length of Time for Intervention Per Day _____</p> <p>Appropriate intensive intervention(s) specifically designed for individual needs of student: _____</p>	<p>Targeted Area(s) of Concern</p> <p><input type="checkbox"/> MSIS Referral</p> <p><input type="checkbox"/> Math</p> <p><input type="checkbox"/> LA</p> <p><input type="checkbox"/> Retention</p> <p><input type="checkbox"/> Basic Reading Skills</p> <p><input type="checkbox"/> Fluency</p> <p><input type="checkbox"/> Comprehension</p> <p><input type="checkbox"/> Written Expression</p> <p><input type="checkbox"/> Listening Comprehension</p> <p><input type="checkbox"/> Number Concepts</p> <p><input type="checkbox"/> Math Calculation</p> <p><input type="checkbox"/> Math Problem Solving</p> <p><input type="checkbox"/> Non-Academic Behavior</p> <p><input type="checkbox"/> Academic Behaviors</p> <p><input type="checkbox"/> Language Arts</p>	<p>Signatures</p>
--	--	--------------------------

Measurable Goal: _____

Week 1	Date Progress Monitoring Conducted Data Results	Signatures
---------------	--	-------------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 2	Date Progress Monitoring Conducted Data Results	Signatures
---------------	--	-------------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 3	Date Progress Monitoring Conducted Data Results	Signatures
---------------	--	-------------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Student Name _____ Subject: READ MATH ELA BX

Week 4	Date Progress Monitoring Conducted Data Results	Signatures
--------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 5	Date Progress Monitoring Conducted Data Results	Signatures
--------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 6	Date Progress Monitoring Conducted Data Results	Signatures
--------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 7	Date Progress Monitoring Conducted Data Results	Signatures
--------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Week 8	Date Progress Monitoring Conducted Data Results	Signatures
--------	--	------------

Comments/Additional Information/ Additions and/or changes to Intervention
R
M
LA

Date - _____ The TST has determined that the student will –

- Continue Tier III _____
- Move to Tier II _____ due to _____
- Submit to MET due to _____

District Interventionist Signature _____

Student Name _____ Subject: READ MATH ELA BX

Week _____	Date Progress Monitoring Conducted Data Results	Signatures
Comments/Additional Information/ Additions and/or changes to Intervention R M LA		
Week _____	Date Progress Monitoring Conducted Data Results	Signatures
Comments/Additional Information/ Additions and/or changes to Intervention R M LA		
Week _____	Date Progress Monitoring Conducted Data Results	Signatures
Comments/Additional Information/ Additions and/or changes to Intervention R M LA		
Week _____	Date Progress Monitoring Conducted Data Results	Signatures
Comments/Additional Information/ Additions and/or changes to Intervention R M LA		
Week _____	Date Progress Monitoring Conducted Data Results	Signatures
Comments/Additional Information/ Additions and/or changes to Intervention R M LA		

Date: _____ Applying Decision Making Process, the TST has determined that the student will:

- Continue Tier III _____
- Move to Tier II _____ due to _____
- Submit to MET due to _____

District Interventionist Signature _____

Parent Contact Sheet

Name of Student _____

Date of Contact	Person Making Contact	Information Discussed
		___ Form 7 – Parent Letter ___ Form 2 – Meeting Summary
		___ Form 7 – Parent Letter ___ Form 2 – Meeting Summary
		___ Form 7 – Parent Letter ___ Form 2 – Meeting Summary
		___ Form 7 – Parent Letter ___ Form 2 – Meeting Summary
		___ Form 7 – Parent Letter ___ Form 2 – Meeting Summary

Statement of Confidentiality

This form is to be completed prior to participating in the
Boost Intervention/Teacher Support Team (TST) Process

It is the intent of the Forrest County School District to protect the confidentiality of any personally identifiable data, information and records collected and maintained relative to students as required under the Family Educational Rights and Privacy Act (FERPA). I, the undersigned, agree to adhere to FERPA as a member of the Boost Intervention/Teacher Support Team (TST).

Print Name: _____

Signature _____

Position _____

Date _____

Checklist/Coversheet to Ready File for MET Consideration

Student: _____ MSIS # _____ Grade: _____
 School: _____ Homeroom Teacher: _____

TST Referral Packet MUST include the following

	Request to School TST (Form 1)
	TST Minutes (Form 2)
	Student Data and Intervention Documentation (Form 3)
	• Student Testing Data Sheet (Form 5)
	Hearing/Vision Screening Results (Form 4)
	Tier II Intervention Documentation (Form 6)
	• Attach Intervention Graph(s)
	Parent Contact Sheet (Form 10)
	• Date(s) Form 7 and 2 have been sent for Tier II
	Student Interview (Form 8)
	Tier III Intervention Documentation (Form 9)
	• Attach Intervention Graph(s)
	• Attach Comparative Graph(s)
	Parent Contact Sheet (Form 10)
	• Date(s) Form 7 and 2 have been sent for Tier III
	Teacher Narrative
	• Teacher Work Samples
	Benchmark Checklists
	• Prior Grade Level
	• Current Grade Level
	Health Information Form (sent by Boost)
	Most recent copy of –
	• Report Card, MAPs, SuccessMaker, State Assessment, Discipline, Attendance as applicable
	Boost Work Samples

Signatures and Dates

Date Submitted for MET Consideration _____

Date Given to District Interventionist _____

Homeroom Teacher _____

District Interventionist _____

Principal _____

Delivery Date to SPED _____

Boost Teacher _____

Signature/Position of SPED Personnel Receiving
 File _____

District Review

School _____

Teacher _____

Grade _____

Name of Student: _____ **Date of Conference:** _____

Strengths of Student: _____

Review of Tier remediation efforts. (See attached minutes and data from S-TST)

_____ Intervention strategies found appropriate.

_____ Intervention strategies found to be inappropriate.

Review of additional information provided by parent/guardian, if any:

Specific Concern(s) not remediated during Intervention Process _____

Additional Comments:

Plan of Action:

_____ Request for additional data:

_____ Medical, psychological, and/or psychometric data from private sources.

(Release of information form to be signed by parent/guardian)

_____ Additional interventions recommended in the area(s) of _____

to address the specific goal of _____

utilizing the instructional strategy of _____

for a period of _____ to be probed weekly.

_____ Follow up meeting date tentatively scheduled for _____

_____ Request for Child Study under IDEA.

▪ Teacher Narrative to be completed and placed in TST folder.

▪ Rating Scales or observations, as warranted.

NOTE: After receipt of TST folder, Case Manager will contact parent/guardian to schedule meeting to discuss assessment to determine eligibility for possible special education services.

Confidentiality Statement: It is the intent of the FCSD to protect the confidentiality of any personally identifiable data, information and records collected and maintained relative to students as required under the Family Educational Rights and Privacy Act (FERPA).

Signatures of Participants:

Response to Intervention Summary 2015-17

Student	MSIS #	Reason for referral	Academic	Emotional/Behavioral	Medical
Date of Birth	Ethnicity/Gender	Referral made by	Teacher	Parent	MSIS

Environmental Factors	Medical and/or Psychological Factors	Educational Factors																																																														
<p>Tier Teacher Observation Included: Y or N ELL: Y or N Disadvantaged: Y or N Attendance Concerns: Y or N No. of school districts attended: _____</p> <p>Behavioral Factors Discipline Referrals: Y or N If yes, how many: _____ Suspensions: Y or N If yes, how many: _____ FBA/BIP: Y or N Goal: _____ Progress toward goal: _____</p>	<p>Vision/Hearing: _____ Diagnosis: _____ Physician: _____ Medication: Y or N (List if any) _____ Release of info: Y or N _____ Private counseling/therapy: Y or N _____</p> <p>Intervention Integrity</p> <p>Tier I: _____ Tier II: _____ Tier III: _____</p>	<p>Current L/S: Y or N Retention: Y or N If yes, grade level: _____ Prior Testing (List, if any) _____</p> <p>Performance Factors</p> <p>Universal Screener:</p> <table border="1"> <tr> <td></td> <td>FALL</td> <td>WINTER</td> <td>SPRING</td> </tr> <tr> <td>Reading:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Math:</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Language:</td> <td></td> <td></td> <td></td> </tr> </table> <p>MCT2:</p> <table border="1"> <tr> <td>Language:</td> <td></td> </tr> <tr> <td>Math:</td> <td></td> </tr> </table> <p>Most recent reported grades:</p> <table border="1"> <tr> <td></td> <td>T1</td> <td>T2</td> <td>S1</td> <td>T3</td> <td>T4</td> <td>S2</td> </tr> <tr> <td>READING</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>LANGUAGE</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>MATH</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SCIENCE</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SOC. STUDIES</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>STAR: BOY MOY EOY Reading Math</p>		FALL	WINTER	SPRING	Reading:				Math:				Language:				Language:		Math:			T1	T2	S1	T3	T4	S2	READING							LANGUAGE							MATH							SCIENCE							SOC. STUDIES						
	FALL	WINTER	SPRING																																																													
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READING																																																																
LANGUAGE																																																																
MATH																																																																
SCIENCE																																																																
SOC. STUDIES																																																																

Additional Comments:

Teacher Narrative to be given: Yes or No

ELEMENTARY/SECONDARY TEACHER NARRATIVE

GENERAL DIRECTIONS: The referring teacher will complete the following sections: Identifying and General Information, Educational, Educational (including applicable grade level Minimum Instructional Benchmark Summary Sheet, if appropriate) and Characteristics.

IDENTIFYING INFORMATION		GENERAL INFORMATION ON THIS REQUEST:	
NAME OF STUDENT		REFERRING TEACHER'S SIGNATURE:	
DATE OF BIRTH (from cumulative record)	Age entered school	DATE COMPLETED:	
CURRENT EDUCATIONAL HISTORY	Grade Placement	DOCUMENTATION OF INSTRUCTIONAL INTERVENTION Please check below, as appropriate: <input type="checkbox"/> Attached documentation to support instructional interventions that have been attempted to remediate the identified problem area(s). <input type="checkbox"/> An instructional intervention would not be appropriate (please explain):	
	Building of Attendance: Years at Building:		
ATTENDANCE - please check appropriate box <input type="checkbox"/> Regular <input type="checkbox"/> Irregular (explain below)		For what specific reason(s) is Child Study being requested?	
Is student in expected grade for his/her age? <input type="checkbox"/> YES <input type="checkbox"/> NO If NO, please check the appropriate box(es) below to explain. <input type="checkbox"/> Started school late <input type="checkbox"/> Held out of school by parent <input type="checkbox"/> Unknown <input type="checkbox"/> Retained [specify grade(s)]			
Number of schools attended:		Estimated longest timespan:	
Indicate any current or past supplemental programs/services: <input type="checkbox"/> Title I <input type="checkbox"/> OTHER (Specify): <input type="checkbox"/> Preschool <input type="checkbox"/> Head Start		Describe activity which best holds attention:	
Has a previous request for Child Study been made? <input type="checkbox"/> YES <input type="checkbox"/> NO		Have parents been contacted? <input type="checkbox"/> YES <input type="checkbox"/> NO	
If yes, please attach ALL RELEVANT information from previous requests for Child Study, such as LSC minutes or any report, etc.		Are parent's aware of child's problem? <input type="checkbox"/> YES <input type="checkbox"/> NO	
NATIVE LANGUAGE Student: (if not English): Parent(s):		Parents reaction? <input type="checkbox"/> YES <input type="checkbox"/> NO	
AVAILABLE MEDICAL HISTORY - Attach any reports or information provided by the parent(s) that is not maintained in the cumulative record.		RESULTS OF PREVIOUS TESTS	
		TEST NAME	RESULTS
		AGE	DATE GIVEN

STUDENT:

EDUCATIONAL: Ages 3 - 5 years old - Complete this section to describe the student's abilities in academic curriculum areas/subjects.

CURRENT INSTRUCTIONAL METHOD UTILIZED BY TEACHER	
1 - One to one	5 - Independent studies
2 - Small group	6 - Discussion
3 - Lecture	7 - OTHER (Specify)
4 - Large group	

STUDENT'S PREFERRED LEARNING STYLE
A - Auditory
V - Visual
K - Kinesthetic
DK - Don't Know (child too young)

For CURRICULUM AREA(S)/SUBJECT(S), list each of the current curriculum area(s)/subjects in which the student is having academic difficulty. For each curriculum area(s)/subject(s) listed, please supply the following:

1. For CURRENT GRADES or LEVEL OF MASTERY, indicate current grades or level of mastery.
2. For CURRENT FUNCTIONING LEVEL, indicate the approximate level of functioning for each area listed.
3. For CURRENT INSTRUCTIONAL METHOD(S) and STUDENT LEARNING STYLE(S), please use the code chart at the top of the page. Place the appropriate number/letter code in each column.

*CURRICULUM AREA SUBJECT	GRADES or LEVEL OF MASTERY	FUNCTIONING LEVEL	CURRENT INSTRUCTIONAL METHOD(S)	STUDENT LEARNING STYLE(S)

*Please complete the Minimum Instructional Benchmark Summary Sheet(s) by referring to the MDE Pre-Kindergarten Curriculum or the K-3 Reading, Writing and Math Instructional Intervention Supplements - Informal Assessment section. Select the appropriate pre-kindergarten level Minimum Instructional Benchmark Summary sheet.

STUDENT: _____

EDUCATIONAL: Ages 6 - 20 years old - Complete this section to describe the student's abilities in academic curriculum areas/subjects.

CURRENT INSTRUCTIONAL METHOD UTILIZED BY TEACHER		STUDENT'S PREFERRED LEARNING STYLE	STUDENT'S PREFERRED ASSESSMENT STYLE	TYPE OF ACADEMIC DIFFICULTY OBSERVED BY TEACHER
1 - One to one	5 - Independent studies	A - Auditory	O - Oral answers	RD - Reading Decoding
2 - Small group	6 - Discussion	V - Visual	T - True/False	RC - Reading Comprehension
3 - Lecture	7 - OTHER (Specify)	K - Kinesthetic	MC - Multiple Choice	L - Listening Comprehension
4 - Large group		DK - Don't Know (child too young)	M - Matching	W - Writing Mechanics
			F - Fill in the blank	MC - Math Calculation
			S - Short Answer	MR - Math reasoning/application
			E - Essay	OE - Oral Expression
			D - Demonstrated Application	WE - Written Expression

For CURRICULUM AREA(S)/SUBJECT(S), list each of the current curriculum area(s)/subjects in which the student is having academic difficulty. For each curriculum area(s)/subject(s) listed, please supply the following:

- For GRADES column, provide the most current grade(s).
- For CURRENT INSTRUCTIONAL METHOD(S), STUDENT LEARNING STYLE(S) and STUDENT ASSESSMENT STYLE(S), please use the code chart at the top of the page. Place the appropriate number/letter code in each column.
- For TYPE OF ACADEMIC DIFFICULTY, indicate the type of difficulty the student is having by placing a check (✓) in the applicable column(s). (For example: Reading - (✓) in RC to indicate observed difficulties in Reading Comprehension while decoding skills are adequate; History - (✓) in RC and LC to indicate observed subject difficulties in Reading Comprehension and Listening Comprehension.)

*CURRICULUM AREA SUBJECT	GRADE(S) (use most current grading period)	CURRENT INSTRUCTIONAL METHOD(S)	STUDENT LEARNING STYLE(S)	STUDENT ASSESSMENT STYLE(S)	TYPE OF ACADEMIC DIFFICULTY								
					RD	RC	L	W	MC	MR	OE	WE	
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please complete the Minimum Instructional Benchmark Summary Sheet(s) using the following sequence.

Refer to the Reading, Writing and Math Instructional Intervention Supplements - Informal Assessment section. Select the appropriate grade level by using the following guidelines:

- Student is currently enrolled in reading, language arts and/or math classes, begin at the current grade level in the problem area(s).
- Student is having academic difficulty but is NOT currently enrolled in reading, language arts and/or math classes,
 - If reading decoding and comprehension, listening, writing mechanics and oral or written expression difficulties are noted in the TYPE OF ACADEMIC DIFFICULTY column, begin with eighth grade reading and writing sheets.
 - If math calculation and reasoning difficulties are noted in the TYPE OF ACADEMIC DIFFICULTY column, begin with seventh grade.

CHARACTERISTICS: Please check those characteristics that the student exhibits **(CONSISTENTLY AND OVER AN EXTENDED PERIOD OF TIME)**, if the child exhibits none of the characteristics, check "no problems observed". Please check appropriate characteristic(s) if there are multiple options per item. Written explanation and/or additional explanation may be requested at the Local Survey Committee Meeting.

GENERAL PHYSICAL	<input type="checkbox"/> NO PROBLEM(S) OBSERVED
<input type="checkbox"/> Always complains of feeling sick <input type="checkbox"/> Is continually thirsty <input type="checkbox"/> Eating problems <input type="checkbox"/> Wears hearing aids <input type="checkbox"/> Has frequent earaches <input type="checkbox"/> Has fluid draining from ears <input type="checkbox"/> Takes prescription medicine	<input type="checkbox"/> Often has bruises on body <input type="checkbox"/> Tics - involuntary movements/noises <input type="checkbox"/> Has a serious illness <input type="checkbox"/> Health problems which require special care <input type="checkbox"/> OTHER (Please specify):
GROSS MOTOR	<input type="checkbox"/> NO PROBLEM(S) OBSERVED
<input type="checkbox"/> Difficulty in hopping, skipping, jumping <input type="checkbox"/> Difficulty going up/down stairs alternating feet <input type="checkbox"/> Problems with balancing	<input type="checkbox"/> Has unusual gait <input type="checkbox"/> Uses walker/prosthesis/wheelchair for mobility <input type="checkbox"/> OTHER (Please specify):
FINE MOTOR	<input type="checkbox"/> NO PROBLEM(S) OBSERVED
<input type="checkbox"/> Problems with grasping reflex <input type="checkbox"/> Problems with reaching/retaining motions <input type="checkbox"/> Cannot transfer objects from hand to hand <input type="checkbox"/> Difficulty building a tower of blocks	<input type="checkbox"/> Difficulty copying letters/words/numbers <input type="checkbox"/> Difficulty spacing <input type="checkbox"/> OTHER (Please specify):
SOCIAL SKILLS	<input type="checkbox"/> NO PROBLEM(S) OBSERVED
<input type="checkbox"/> Rarely interacts with classmates <input type="checkbox"/> Is frequently alone during lunch/recess <input type="checkbox"/> Is frequently teased by other children <input type="checkbox"/> Usually withdraws from touch <input type="checkbox"/> Often engages in rocking/repetitive movement <input type="checkbox"/> Unaware/takes no interest in other people	<input type="checkbox"/> Does not recognize another's feelings <input type="checkbox"/> Cannot deal with being left out <input type="checkbox"/> Does not accept "no" as answer <input type="checkbox"/> Does not accept consequences of own action <input type="checkbox"/> OTHER (Please specify):
ADAPTIVE BEHAVIOR	<input type="checkbox"/> NO PROBLEM(S) OBSERVED
<input type="checkbox"/> Need for high degree of supervision <input type="checkbox"/> Immature/has only younger playmates <input type="checkbox"/> Constant thumb or finger sucking/hair chewing <input type="checkbox"/> Difficulty feeding self; not toilet trained	<input type="checkbox"/> Does not engage in independent community skills <input type="checkbox"/> Lacks daily living skills: sweeping; mopping; using washer and dryer, etc. <input type="checkbox"/> OTHER (Please specify):
BEHAVIOR	<input type="checkbox"/> NO PROBLEM(S) OBSERVED
<input type="checkbox"/> Unable to interact with minimal friction <input type="checkbox"/> Difficulty staying on task <input type="checkbox"/> Easily frustrated <input type="checkbox"/> Frequently quarrels, pouts or sulks <input type="checkbox"/> Denies mistakes/blames others <input type="checkbox"/> Prefers to be alone/withdrawn/isolated <input type="checkbox"/> Insults other students/adults <input type="checkbox"/> Easily loses temper <input type="checkbox"/> Acts before thinking - impulsive	<input type="checkbox"/> Teases others <input type="checkbox"/> Yells at others students/adults <input type="checkbox"/> Bullies others <input type="checkbox"/> Fails to turn in homework <input type="checkbox"/> Fails to complete assignments <input type="checkbox"/> Refuses to complete work <input type="checkbox"/> Fails to bring materials to class <input type="checkbox"/> OTHER (Please specify):

STUDE:

EMOTIONAL	<input type="checkbox"/> NO PROBLEM(S) OBSERVED	<input type="checkbox"/> Unresponsiveness
<input type="checkbox"/> Upset by ANY change in routine	<input type="checkbox"/> Exhibits unwarranted self-blame/self-criticism	<input type="checkbox"/> Tells of extremely strange/illogical thoughts or fears
<input type="checkbox"/> Pronounced fear of failure	<input type="checkbox"/> Has attempted suicide	<input type="checkbox"/> Creates imaginary/fantasy situations in an attempt to escape reality
<input type="checkbox"/> Irritable for greater part of school day	<input type="checkbox"/> Performs obsessive/compulsive behaviors	<input type="checkbox"/> Experienced significant changes in: activity levels/concentration/school grades
<input type="checkbox"/> Appears withdrawn from peers	<input type="checkbox"/> Changes mood for no apparent reason	<input type="checkbox"/> OTHER (Please specify):
<input type="checkbox"/> Depressed for most of the day	<input type="checkbox"/> Rarely laughs or smiles	
<input type="checkbox"/> Little interest in pleasurable activities	<input type="checkbox"/> Engages in self-destructive behavior	
<input type="checkbox"/> Talks about suicide or death wishes	<input type="checkbox"/> Shows excessive fears of specific objects	

RECEPTIVE LANGUAGE	<input type="checkbox"/> NO PROBLEM(S) OBSERVED	<input type="checkbox"/> Does not comprehend questions
<input type="checkbox"/> Difficulty comprehending new ideas	<input type="checkbox"/> Does not follow multi-step verbal directions	<input type="checkbox"/> Does not understand information in class that is presented orally
<input type="checkbox"/> Does not understand/follow spoken directions	<input type="checkbox"/> Does not understand vocabulary words related to curriculum	<input type="checkbox"/> OTHER (Please specify):
<input type="checkbox"/> Cannot identify simple objects	<input type="checkbox"/> Does not understand age appropriate vocabulary words	

EXPRESSIVE LANGUAGE	<input type="checkbox"/> NO PROBLEM(S) OBSERVED	<input type="checkbox"/> Does not use spoken compound sentences
<input type="checkbox"/> Difficulty organizing thoughts	<input type="checkbox"/> Hesitant to engage in verbal interaction	<input type="checkbox"/> Does not recognize another's feelings
<input type="checkbox"/> Nonverbal	<input type="checkbox"/> Silent much of time	<input type="checkbox"/> Cannot retell a story
<input type="checkbox"/> Uses immature words/sentence pattern	<input type="checkbox"/> Difficulty finding the right words	<input type="checkbox"/> Difficulty telling a story
<input type="checkbox"/> Uses oral grammar incorrectly	<input type="checkbox"/> Difficulty giving directions	<input type="checkbox"/> Does not name objects/actions in pictures
<input type="checkbox"/> Difficulty asking questions	<input type="checkbox"/> Does not tell definitions of words	<input type="checkbox"/> OTHER (Please specify):
<input type="checkbox"/> Verbal responses do not relate to questions asked/subject under discussion	<input type="checkbox"/> Difficulty putting thoughts down on paper	

SPEECH	<input type="checkbox"/> NO PROBLEM(S) OBSERVED	FLUENCY	OTHER
ARTICULATION	VOICE	<input type="checkbox"/> Rate of delivery too fast or too slow	<input type="checkbox"/> If additional characteristics are noted in any area of speech, please specify:
<input type="checkbox"/> Substitutes one sound for another	<input type="checkbox"/> Too loud or too soft	<input type="checkbox"/> Disruption in normal flow of speech	
<input type="checkbox"/> Omits sounds	<input type="checkbox"/> Consistently hoarse/harsh/breathy	<input type="checkbox"/> Words prolonged	
<input type="checkbox"/> Distorts sounds	<input type="checkbox"/> Nasal sounding - like a constant cold	<input type="checkbox"/> Excessive repetition of syllable/sound/word	
<input type="checkbox"/> Difficulty sequencing sounds	<input type="checkbox"/> Pitch too high or too low	<input type="checkbox"/> Interferes with daily communication	
<input type="checkbox"/> Difficult to understand	<input type="checkbox"/> Voice "lost" by end of or during day	<input type="checkbox"/> Inserts unnecessary words into speech	
<input type="checkbox"/> Spontaneously self-corrects errors	<input type="checkbox"/> Quality makes difficult to understand		

VISUAL PERCEPTION	<input type="checkbox"/> NO PROBLEM(S) OBSERVED	<input type="checkbox"/> Prefers auditory activities
<input type="checkbox"/> Visual tracking difficulties	<input type="checkbox"/> Transposes letters	<input type="checkbox"/> Difficulty identifying shapes in various sizes and positions
<input type="checkbox"/> Visually confuses objects/letters/numbers	<input type="checkbox"/> Confuses left/right on pencil/paper activities	<input type="checkbox"/> OTHER (Please specify):
<input type="checkbox"/> Difficulty discriminating between words with similar appearance	<input type="checkbox"/> Difficulty completing missing details in objects or pictures	
<input type="checkbox"/> Continues to demonstrate difficulty in reversing or inverting letters of alphabet after age 6	<input type="checkbox"/> Difficulty in copying assignments from board to desk/book to paper	

AUDITORY PERCEPTION	<input type="checkbox"/> NO PROBLEM(S) OBSERVED	<input type="checkbox"/> Difficulty identifying rhyming words
<input type="checkbox"/> Difficulty understanding spoken direction	<input type="checkbox"/> Does not retain auditory stimuli	<input type="checkbox"/> OTHER (Please specify):
<input type="checkbox"/> Does not orally form phrases/sentence correctly	<input type="checkbox"/> Difficulty sequencing syllables/letters in speaking and/or reading and/or oral spelling	
<input type="checkbox"/> Difficulty sounding out word, sound by sound		

PRE-KINDERGARTEN – MINIMUM INSTRUCTIONAL BENCHMARK SUMMARY SHEET
 STUDENT: _____ CURRENT SCHOOL YEAR: _____

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

LANGUAGE	PHYSICAL	MATHEMATICS
<input type="checkbox"/> Recognizes local environmental print [4]	<input type="checkbox"/> Demonstrates the use of positional words: on, under, front, behind, beside, over [91]	<input type="checkbox"/> Identifies the color, size and/or shape of objects [38]
<input type="checkbox"/> Recognizes his/her own name in print [6]	<input type="checkbox"/> No problems	<input type="checkbox"/> Recognizes color, size and/or shape in environment [39]
<input type="checkbox"/> Names 8 – 10 upper/lower case letters [7]		<input type="checkbox"/> Tells how things are alike [41]
<input type="checkbox"/> Matches some letters [8]		<input type="checkbox"/> Tells how two objects are related [44]
<input type="checkbox"/> Matches rhyming words and pictures [32]		<input type="checkbox"/> Counts object [48]
<input type="checkbox"/> Recognizes two pictures or objects that begin with the same sound [33]		<input type="checkbox"/> Selects the set that has more, less or same [49]
<input type="checkbox"/> Listens to a story and demonstrates understanding [35]		<input type="checkbox"/> Describes a given pattern [51]
<input type="checkbox"/> No problems		<input type="checkbox"/> No problems

NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K – 3, 4 – 8; Writing Grades K – 3, 4 – 8; Math K – 8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

STUDENT:

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Retells a story [2]	<input type="checkbox"/> Retells a story [1]	<input type="checkbox"/> Recognizes and identifies patterns [2]
<input type="checkbox"/> Has book and print awareness [5]	<input type="checkbox"/> Responds to questions in conversations using words and phrases [2]	<input type="checkbox"/> Models, extends and describes patterns using a variety of materials and activities [3]
<input type="checkbox"/> Points to and says the letters in his/her name [24]	<input type="checkbox"/> Describes a sequence of events [5]	<input type="checkbox"/> Collects data, models and constructs graphs using real objects [4]
<input type="checkbox"/> Names most upper case letters (18 -24) of the alphabet [25]	<input type="checkbox"/> Responds in writing with simple sentences [14]	<input type="checkbox"/> Measures the weight of objects using nonstandard units [8a]
<input type="checkbox"/> Names most lower case letters (18 -24) of the alphabet [25]	<input type="checkbox"/> No problems	<input type="checkbox"/> Measures the capacity of objects using nonstandard units and investigates volumes using different shaped containers and materials [8, 9]
<input type="checkbox"/> Matches uppercase and lowercase letters [26]		<input type="checkbox"/> Measures the length of objects using nonstandard units [8b]
<input type="checkbox"/> Responds to a cue word with a word that begins with the same sound [27]		<input type="checkbox"/> Compares weights of objects [10]
<input type="checkbox"/> Identifies letter-sound correspondents (consonants only) in the initial position [27]		<input type="checkbox"/> Classifies, compares and contrasts various shapes by name and characteristics [13]
<input type="checkbox"/> Identifies letter-sound correspondents (consonants only) in the final position [28]		<input type="checkbox"/> Demonstrates the understanding of position words (e.g., in, above, below, over, under, beside) [14]
<input type="checkbox"/> Responds to a cue word with a word that rhymes [29]		<input type="checkbox"/> Explores addition and subtraction of numbers 1 to 10 [17]
<input type="checkbox"/> Makes up pairs of rhyming words [32]		<input type="checkbox"/> Recognizes and identifies two-dimensional figures including triangle, square, rectangle and circle [18]
<input type="checkbox"/> Recognizes two words that begin with the same sound [33]		<input type="checkbox"/> Applies mathematical language by telling when a certain number is "too much", "not enough", "just right", "more than", or "equal to" for a given situation [22]
<input type="checkbox"/> Isolates and pronounces the beginning sound in a word [34]		<input type="checkbox"/> Describes objects using the terms: fractions, whole, all, part, some, none [23]
<input type="checkbox"/> Listens to a story and demonstrates understanding [50]		<input type="checkbox"/> No problems
<input type="checkbox"/> No problems		
<p>NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K-3, 4-8; Writing Grades K-3, 4-8; Math K-8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.</p>		

STUDENT:

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING		WRITING		MATHEMATICS	
<input type="checkbox"/>	Has book and print awareness [1]	<input type="checkbox"/>	Retells a story [1]	<input type="checkbox"/>	Identifies, represents, extends, explains and describes patterns [1]
<input type="checkbox"/>	Retells a story [3]	<input type="checkbox"/>	Uses appropriate language structure writing a sentence [10]	<input type="checkbox"/>	Creates, extends and records patterns including number patterns (every other, every fifth, every tenth) [2]
<input type="checkbox"/>	Understands that reading is a process for obtaining meaning [7]	<input type="checkbox"/>	Writes a statement sentence [11]	<input type="checkbox"/>	Explores and explains patterns of addition and subtraction [3]
<input type="checkbox"/>	Recognizes many sight words [8]	<input type="checkbox"/>	Uses personal experiences to retell a story in writing [13]	<input type="checkbox"/>	Explores patterns using a 100's chart [4]
<input type="checkbox"/>	Recognizes letter-sound associations [12]	<input type="checkbox"/>	Retells a story in writing [15]	<input type="checkbox"/>	Collects data, models and constructs graphs by one attribute using real objects [5]
<input type="checkbox"/>	Recognizes word families and rhyming [13]	<input type="checkbox"/>	Uses letter/sound relationships [16]	<input type="checkbox"/>	Gathers data, constructs and interprets bar and pictorial graphs [6]
<input type="checkbox"/>	Knows how to make new words [16]	<input type="checkbox"/>	Spells frequently used sight words correctly [17]	<input type="checkbox"/>	Makes a prediction, collects data and compares results [7]
<input type="checkbox"/>	Decodes words using phonemes [17]	<input type="checkbox"/>	Expresses self through drawing/writing [23]	<input type="checkbox"/>	Uses nonstandard and standard units to explore length [9]
<input type="checkbox"/>	Recognizes fact from fantasy [20]	<input type="checkbox"/>	Writes for a specific audience[24]	<input type="checkbox"/>	Compares weights such as heavier/lighter [10]
<input type="checkbox"/>	Makes predictions [21]	<input type="checkbox"/>	No problems	<input type="checkbox"/>	Explores and estimates capacity of various containers in nonstandard units [11]
<input type="checkbox"/>	Listens with understanding to a story [24]			<input type="checkbox"/>	Recognizes open and closed figures [17]
<input type="checkbox"/>	No problems			<input type="checkbox"/>	Recognizes and identifies two-dimensional figures including triangle, square, rectangle and circle within the environment [18]
				<input type="checkbox"/>	Classifies two and three-dimensional figures according to characteristics [19]
				<input type="checkbox"/>	Identifies congruent shapes and similarity (size/type) of two geometric figures [20]
				<input type="checkbox"/>	Identifies symmetrical objects and their lines of symmetry [21]

NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K – 3, 4 – 8; Writing Grades K – 3, 4- 8; Math K – 8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

FIRST GRADE – MINIMUM INSTRUCTIONAL BENCHMARK SUMMARY SHEET

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Explores different concepts of addition and subtraction and writes equations that accompany them [26]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Computes basic facts 0 to 10 for addition and subtraction with and without manipulatives [28]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Explores situations that involve a missing addend, subtrahend and minuend [29]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Models, draws and discusses representations of story problems and writes number sentences to accompany them involving addition and subtraction [31]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Determines the value of mixed coins up to \$1.00 [36]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Creates equal money amounts using different coin combinations up to \$.25 [37]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies numbers, models numbers using manipulatives and writes numbers 0 to 100 [39]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Compares two-digit numbers using the terms: "more", "less", "greater than", "less than", "equal to", and "almost" [41]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Identifies place value of a given digit in a three-digit number [43]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Compares a whole to fractional parts (e.g., $\frac{1}{2}$, $\frac{1}{4}$) [45]
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> No problems
NOTE:	Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K-3, 4-8; Writing Grades K-3, 4-8; Math K-8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.	

STUDENT:

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓) in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Recognizes the parts of a story [1]	<input type="checkbox"/> Uses sentences patterns [4]	<input type="checkbox"/> Identifies, models and extends figure patterns such as: 1's, 5's, 10's, 25's [1]
<input type="checkbox"/> Uses a table of contents and glossary [2]	<input type="checkbox"/> Writes a statement and a question [5]	<input type="checkbox"/> Uses patterns to sort and count pennies, nickels, dimes and quarters [2]
<input type="checkbox"/> Recognizes word patterns (suffixes and prefixes) [10]	<input type="checkbox"/> Writes a descriptive sentence [7]	<input type="checkbox"/> Counts by 2's, 3's, 5's and 10's [3]
<input type="checkbox"/> Recognizes vowel sounds [11]	<input type="checkbox"/> Writes a simple paragraph [8]	<input type="checkbox"/> Tallies, predicts, interprets and records outcomes based on given information [4]
<input type="checkbox"/> Blends sounds in words with initial blends [12a]	<input type="checkbox"/> Communicates in written form [9]	<input type="checkbox"/> Creates bar and pictorial graphs using collected data and other resources [5]
<input type="checkbox"/> Blends sounds in words with final blends [12b]	<input type="checkbox"/> Writes to retell a story [10]	<input type="checkbox"/> Uses appropriate tools such as: inch ruler, yardstick, cup, balance scale, quart, teaspoon, clock, calendar [8]
<input type="checkbox"/> Identifies cause and effect [14]	<input type="checkbox"/> Spells and writes frequently used words correctly [11]	<input type="checkbox"/> Terms to explore measurement [9]
<input type="checkbox"/> Understands the purposes of reading [15]	<input type="checkbox"/> Recognizes and writes word patterns (i.e., suffixes, prefixes, rhyming words) [13]	<input type="checkbox"/> Estimates and measures length, weight and capacity using standard units of measurement [14]
<input type="checkbox"/> Demonstrates understanding of a story [16]	<input type="checkbox"/> Writes to communicate [19]	<input type="checkbox"/> Reads and writes to hour, half-hour, quarter-hour and five minute intervals [15]
<input type="checkbox"/> Recognizes synonyms, antonyms, contractions, and compound words [18]	<input type="checkbox"/> Writes to tell a personal story [20]	<input type="checkbox"/> Uses time to sequence events of the day [18]
<input type="checkbox"/> Draws conclusions [19]	<input type="checkbox"/> No problems	<input type="checkbox"/> Recognizes, identifies and creates a circle, quadrilateral, rhombus, square, triangle, trapezoid, hexagon and parallelogram [19]
<input type="checkbox"/> Recalls details [20]		<input type="checkbox"/> Compares and contrasts the characteristics of shapes [20]
<input type="checkbox"/> Makes and revise predictions [21]		<input type="checkbox"/> Models and finds the perimeter of simple shapes using a precut square and one-inch tiles [21]
<input type="checkbox"/> Compares and contrasts information [22]		<input type="checkbox"/> Recognizes, describes and presents models of three-dimensional figures such as cone, cylinder, cube, sphere and pyramid [22]
<input type="checkbox"/> No problems		<input type="checkbox"/> Computes the basic facts 0 to 18 for addition and subtraction without manipulatives [23]

NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K-3, 4-8; Writing Grades K-3, 4-8; Math K-8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

SECOND GRADE – MINIMUM INSTRUCTIONAL BENCHMARK SUMMARY SHEET

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
		<input type="checkbox"/> Adds and subtracts to find missing addends and subtrahends [24] <input type="checkbox"/> Uses the inverse relationship of addition and subtraction [25] <input type="checkbox"/> Adds and subtracts numbers presented in vertical and horizontal form [26] <input type="checkbox"/> Adds two and three digit whole numbers with and without regrouping [27] <input type="checkbox"/> Subtracts three-digit whole numbers without regrouping [28] <input type="checkbox"/> Models and multiplies numbers 0 to 5 using repeated addition [29] <input type="checkbox"/> Uses addition and/or subtraction to solve one and two-step problems by drawing, discussing, modeling and writing explanations [30] <input type="checkbox"/> Identifies, models and writes numbers 0 to 1,000 in order [39] <input type="checkbox"/> Identifies, discusses and draws representations of fractions including one-half, one-third and one-fourth [43] <input type="checkbox"/> Estimates quantities to the nearest multiples of ten [44] <input type="checkbox"/> Rounds two-digit whole numbers to the nearest multiple of ten [46] <input type="checkbox"/> No problems
<p>NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K – 3, 4 – 8; Writing Grades K – 3, 4 – 8; Math K – 8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.</p>		

STUDENT: []

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Reads fluently with speed, pacing, inflection and accuracy [1]	<input type="checkbox"/> Uses appropriate language structure when writing sentences [3]	<input type="checkbox"/> Recognizes, describes and extends patterns [1]
<input type="checkbox"/> Reads fluently with understanding [2]	<input type="checkbox"/> Identifies sentence patterns [3]	<input type="checkbox"/> Reads and writes number words up to five-digit numbers [5]
<input type="checkbox"/> Demonstrates ability to use background experiences [2]	<input type="checkbox"/> Writes the four types of sentences [4]	<input type="checkbox"/> Compares and orders five-digit numbers using <, >, and = [8]
<input type="checkbox"/> Able to draw logical conclusions, predict outcomes, connect text to personal experiences, identify main idea, follow plot sequence, compare and contrast, follow printed directions, interact with content, and infer motives, traits, or feelings of characters [2]	<input type="checkbox"/> Spells frequently used words correctly [10]	<input type="checkbox"/> Recognizes, draws, models and orders fractions with fourths, fifths, sixths and eighths [13]
<input type="checkbox"/> Recognizes word patterns (suffix & prefix) [10]	<input type="checkbox"/> Employs the steps in the writing process: pre-writing, drafting, revising, editing and publishing [13]	<input type="checkbox"/> Compares data represented on charts and tables [18]
<input type="checkbox"/> Word recognition level is 92-95% words read [11]	<input type="checkbox"/> Writes to inform [19]	<input type="checkbox"/> Identifies and compares differences between length, weight/mass and capacity/volume (English and metric units) [22]
<input type="checkbox"/> Identify cause and effect [12]	<input type="checkbox"/> Writes to communicate [20]	<input type="checkbox"/> Choose appropriate units of measurement for length, weight/mass and capacity/volume [23]
<input type="checkbox"/> Determines purposes for reading [13]	<input type="checkbox"/> Writes to entertain [21]	<input type="checkbox"/> Converts between pints, quarts and gallons [24]
<input type="checkbox"/> Recognizes synonyms, antonyms, contractions and compound words [15]	<input type="checkbox"/> Writes to describe [22]	<input type="checkbox"/> Compares metric measurements to English measurements [26]
<input type="checkbox"/> Draws conclusions for reading [16]	<input type="checkbox"/> No problems	<input type="checkbox"/> Solves word problems using time, money and measurements [31]
<input type="checkbox"/> Recalls details [17]		<input type="checkbox"/> Identifies and compares right angles, acute angles and obtuse angles [34]
<input type="checkbox"/> Makes and revises predictions [18]		<input type="checkbox"/> Identifies three-dimensional relationships [35]
<input type="checkbox"/> Compares and contrasts information [19]		<input type="checkbox"/> Estimates solutions to problems using basic operations [37]
<input type="checkbox"/> No problems		<input type="checkbox"/> Estimates sums and differences in money problems up to \$100 [38]
		<input type="checkbox"/> Adds and subtracts five-digit numbers with and without regrouping [41]

NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K – 3, 4 – 8; Writing Grades K – 3, 4 – 8; Math K – 8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

THIRD GRADE - MINIMUM INSTRUCTIONAL BENCHMARK SUMMARY SHEET

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
		<input type="checkbox"/> Adds up to three four-digits addends [42] <input type="checkbox"/> Models, explores and states multiplication facts 6 to 12 and division facts 1 to 12 [44] <input type="checkbox"/> Multiplies up to three-digit number by one-digit multipliers with and without regrouping [45] <input type="checkbox"/> Divides three-digit numbers by one-digit divisors [46] <input type="checkbox"/> Adds and subtracts fractions with like denominators [47] <input type="checkbox"/> Adds and subtracts numbers with decimals to tenths [49] <input type="checkbox"/> Adds amounts of money up to \$999.99 represented with decimal notation [50] <input type="checkbox"/> Subtracts amounts of money from \$100 or less [51] <input type="checkbox"/> Solves one and two-step word problems using the four basic operations [57] <input type="checkbox"/> No problems
<p>NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K - 3, 4 - 8; Writing Grades K - 3, 4 - 8; Math K - 8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.</p>		

FOURTH GRADE - MINIMUM INSTRUMENTAL BENCHMARK SUMMARY SHEET

STUDENT: _____ CURRENT SCHOOL YEAR: _____

For each minimum instructional benchmark in which the student has academic problems, place a check (✓) in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Reads orally with fluency based on rate, intonation, phrasing and naturalness utilizing miscues [1]	<input type="checkbox"/> Uses various sentence patterns [1]	<input type="checkbox"/> Reads and writes fractions, six-digit numbers, and decimal numbers through hundredths [1]
<input type="checkbox"/> Reads fluently with understanding [3]	<input type="checkbox"/> Writes a paragraph with a main idea, supporting details and a closing [5]	<input type="checkbox"/> Orders and compares six-digit whole numbers, decimal numbers through hundredths, and fractions with denominators of twelve or less [2]
<input type="checkbox"/> Recognizes word patterns (i.e., prefixes, suffixes, inflectional endings) [5]	<input type="checkbox"/> Writes about a passage using correct sequential order [8]	<input type="checkbox"/> Counts change to \$10.00 [9]
<input type="checkbox"/> Identifies multiple meanings of words [8]	<input type="checkbox"/> Writes to identify story elements [9]	<input type="checkbox"/> Recognizes, describes and extends a given pattern [9]
<input type="checkbox"/> Recognizes synonyms, antonyms, homonyms, and compound words [9]	<input type="checkbox"/> Writes to retell a story [10]	<input type="checkbox"/> Collects, organizes and interprets data using bar graphs, circle graphs, line graphs, pictographs, charts, tables, and tally charts [11]
<input type="checkbox"/> Uses figurative language to decode words utilizing graphophonic cues [10]	<input type="checkbox"/> Creates and presents a written report, using a variety of printed materials [12]	<input type="checkbox"/> Formulates and solves problems that involve data analysis prediction [12]
<input type="checkbox"/> Recognizes spelling patterns and phonetic generalizations [11]	<input type="checkbox"/> Writes to identify the author's purpose [13]	<input type="checkbox"/> Investigates the concepts of probability by predicting and conducting probability exercises [13]
<input type="checkbox"/> Differentiates between contractions and possessives [12]	<input type="checkbox"/> Writes about how a passage makes him/her feel [14]	<input type="checkbox"/> Measures a given object to the nearest fourth of an inch [14]
<input type="checkbox"/> Decodes words utilizing semantic/meaning cues, syntactic/grammar cues or graphophonic/sound/symbol cues [13]	<input type="checkbox"/> Creates compositions to inform, entertain, persuade and describe [15]	<input type="checkbox"/> Selects, uses, compares, and converts within the appropriate standard (English and metric) system of measurement [15]
<input type="checkbox"/> Identifies analogies [15]	<input type="checkbox"/> Writes appropriately for various kinds of audiences [16]	<input type="checkbox"/> Determines the perimeter and area (grid area) of appropriate standard and nonstandard geometric figures [16]
<input type="checkbox"/> Summarizes information [16]	<input type="checkbox"/> Uses specialized vocabulary to write about a particular task [17]	<input type="checkbox"/> Calculates and solves problems with elapsed time [18]
<input type="checkbox"/> Uses picture, list, table, chart, graph to understand passage [17]	<input type="checkbox"/> Composes and shares a written response to a situation that was read aloud [20]	<input type="checkbox"/> Constructs two and three-dimensional geometric figures with concrete materials [19]
<input type="checkbox"/> Identifies/applies knowledge of organizational patterns as cause and effect [18]	<input type="checkbox"/> No problems	<input type="checkbox"/> Identifies, describes, classifies and compares two and three-dimensional geometric shapes, figures and models [20]
<input type="checkbox"/> Identifies and summarizes main idea and supporting details [19]		
<input type="checkbox"/> Makes predictions/draws conclusions/ infers meaning [20]		
<input type="checkbox"/> Retells a story [21]		
<input type="checkbox"/> Describes story elements [22]		
<p>NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K-3, 4-8; Writing Grades K-3, 4-8; Math K-8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.</p>		

FOURTH GRADE – MINIMUM INSTRUCTIONAL BENCHMARK SUMMARY SHEET

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Uses skimming/scanning techniques [23]		<input type="checkbox"/> Investigates transformational results of slides, flips & turns [21]
<input type="checkbox"/> Utilizes parts of a book [25]		<input type="checkbox"/> Identifies and models points, lines (including parallel, perpendicular and intersecting lines), line segments & rays [22]
<input type="checkbox"/> Identifies and uses a variety of resource texts to gain information [26]		<input type="checkbox"/> Identifies right, acute and obtuse angles [23]
<input type="checkbox"/> Identifies the author's purpose [28]		<input type="checkbox"/> Defines and labels the center, radius, diameter and chord of a circle and explores the meaning of a circumference of a circle [24]
<input type="checkbox"/> Understands the meaning of a passage from a selection [29]		<input type="checkbox"/> Identifies congruent and symmetrical figures [25]
<input type="checkbox"/> Identifies differences among the genres of fiction, nonfiction, poetry and plays [30]		<input type="checkbox"/> Uses variable and open sentences to solve problems with the four basic operations [27]
<input type="checkbox"/> Connects literature to real-life situations [31]		<input type="checkbox"/> Estimates sums, differences, products and quotients using a variety of techniques [28]
<input type="checkbox"/> Interprets figurative language/literary devices [32]		<input type="checkbox"/> Adds, subtracts, multiplies and divides money amounts [34]
<input type="checkbox"/> Identifies fact and opinion [34]		<input type="checkbox"/> Adds and subtracts fractions with like and unlike denominators [36]
<input type="checkbox"/> Identifies the author's position (author's personal view) [36]		<input type="checkbox"/> Applies problem-solving techniques to solve one and two-step problems involving the basic operations [37]
<input type="checkbox"/> Follows directions in a passage [38]		<input type="checkbox"/> No problems
<input type="checkbox"/> Explains the importance of sequencing of activities [39]		
<input type="checkbox"/> Interprets specialized vocabulary [40]		
<input type="checkbox"/> Identifies information which provides additional clarity [41]		
<input type="checkbox"/> Locates/applies appropriate information [42]		
<input type="checkbox"/> Uses graphic aides to understand workplace procedures [43]		
<input type="checkbox"/> No problems		
<p>NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K-3, 4-8; Math K-8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.</p>		

STUDENT:

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Reads fluently with speed, pacing, inflection and accuracy [1]	<input type="checkbox"/> Uses various sentence patterns [1]	<input type="checkbox"/> Compares and orders nine-digit whole numbers, decimals to the nearest thousandth, like and unlike fractions and mixed numerals using appropriate symbols [1]
<input type="checkbox"/> Reads fluently with understanding [3]	<input type="checkbox"/> Summarizes passage in writing after reading [6]	<input type="checkbox"/> Reads and writes standard forms and expanded notation for numbers through hundred millions [2]
<input type="checkbox"/> Utilizes prefixes and suffixes [5]	<input type="checkbox"/> Predicts endings in writings [7]	<input type="checkbox"/> Models, identifies and writes equivalent fractions including improper fractions, mixed numerals with like and unlike denominators [6]
<input type="checkbox"/> Decodes words utilizing semantic/meaning cues, syntactic/grammar cues or graphophonic/sound/symbol cues [7]	<input type="checkbox"/> Creates a new ending for stories in writing [8]	<input type="checkbox"/> Draws and labels bar, line, circle, graphs and pictographs [9]
<input type="checkbox"/> Expands and understands application of antonyms, synonyms and homonyms [8]	<input type="checkbox"/> Describes the character in a story through writing [9]	<input type="checkbox"/> Finds measurements of length to the nearest millimeter in the metric system and one-eighth inch in the English system [12]
<input type="checkbox"/> Differentiates between contractions and possessives [9]	<input type="checkbox"/> Writes to identify story elements [10]	<input type="checkbox"/> Converts units within a given measurement system [13]
<input type="checkbox"/> Utilizes spelling patterns and phonetic generalizations [10]	<input type="checkbox"/> Writes to retell a story [11]	<input type="checkbox"/> Solves multi-step problems using suitable measurements [17]
<input type="checkbox"/> Identifies multiple meanings of words/homographs [11]	<input type="checkbox"/> Creates a written report using a variety of materials [12]	<input type="checkbox"/> Identifies, classifies and finds the perimeter of polygons [20]
<input type="checkbox"/> Uses figurative language/sound devices [12a]	<input type="checkbox"/> Creates class presentations using a variety of materials [13]	<input type="checkbox"/> Finds the areas of squares and rectangles [21]
<input type="checkbox"/> Uses figurative language to decode words utilizing graphophonic cues [12b]	<input type="checkbox"/> Writes about how a passage makes him/her feel [15]	<input type="checkbox"/> Models, draws and describes transformations of two-dimensional figures [24]
<input type="checkbox"/> Identifies analogies [15]	<input type="checkbox"/> Identifies elements that tell us a story is fictional [16]	<input type="checkbox"/> Solves problems dealing with money [31]
<input type="checkbox"/> Uses pictures, lists, tables, charts, graphs and glossaries to completely understand passages [16]	<input type="checkbox"/> Writes about how he/she identifies with people in stories [17]	<input type="checkbox"/> Determines the unit price when given total cost of items [32]
<input type="checkbox"/> Identifies and applies knowledge of organizational patterns [17a]	<input type="checkbox"/> Writes to identify the author's purpose [18]	<input type="checkbox"/> Solves multi-step word problems using the four basic operations with computation and estimation [34]
<input type="checkbox"/> Compares and contrasts information [17b]	<input type="checkbox"/> Writes appropriately for various audiences [19]	
<input type="checkbox"/> Locates, summarizes and combines information from different sources [18]	<input type="checkbox"/> Creates compositions to inform, entertain, persuade and describe [21]	
<input type="checkbox"/> Identifies and make inferences [19]	<input type="checkbox"/> Writes instructions for completing a task [22]	
<input type="checkbox"/> Utilizes skimming and scanning techniques [20]	<input type="checkbox"/> Writes directions for reaching a location [23]	
	<input type="checkbox"/> Writes a summary of a passage read aloud [24]	
	<input type="checkbox"/> Writes about how he/she feels after listening to a passage read aloud [25]	
	<input type="checkbox"/> No problems	

NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K - 3, 4 - 8; Writing Grades K - 3, 4 - 8; Math K - 8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

FIFTH GRADE – MINIMUM INSTRUCTIONAL BENCHMARK SUMMARY SHEET

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Retells a story [21]		<input type="checkbox"/>
<input type="checkbox"/> Utilizes the parts of a book [22]		<input type="checkbox"/>
<input type="checkbox"/> Identifies story elements [23]		<input type="checkbox"/>
<input type="checkbox"/> Notes the main idea of a paragraph and supporting details [25]		<input type="checkbox"/>
<input type="checkbox"/> Uses the main idea and supporting details to summarize a paragraph [25]		<input type="checkbox"/>
<input type="checkbox"/> Makes predictions, draws conclusions and makes inferences [26]		<input type="checkbox"/>
<input type="checkbox"/> Identifies and uses a variety of resource texts [27]		<input type="checkbox"/>
<input type="checkbox"/> Identifies point of view [29]		<input type="checkbox"/>
<input type="checkbox"/> Identifies figurative language (e.g., similes, metaphors, personification and hyperbole) [30]		<input type="checkbox"/>
<input type="checkbox"/> Identifies genres (e.g., fiction, nonfiction, biographies and poetry) [31]		<input type="checkbox"/>
<input type="checkbox"/> Identifies the author's purpose [32]		<input type="checkbox"/>
<input type="checkbox"/> Connects/relates literature to real-life situations [33]		<input type="checkbox"/>
<input type="checkbox"/> Understands the meaning of a passage from a selection [34]		<input type="checkbox"/>
<input type="checkbox"/> Identifies fact and opinion [36]		<input type="checkbox"/>
<input type="checkbox"/> Distinguishes between informative and persuasive passages [37]		<input type="checkbox"/>
<input type="checkbox"/> Determines the author's position [38]		<input type="checkbox"/>
<input type="checkbox"/> Follows written directions in a passage [40]		<input type="checkbox"/>
<input type="checkbox"/> Locates and applies appropriate information [41]		<input type="checkbox"/>
<input type="checkbox"/> Identifies sequence of activities needed to carry out a procedure [42]		<input type="checkbox"/>
<input type="checkbox"/> Interprets specialized vocabulary [43]		<input type="checkbox"/>
<input type="checkbox"/> Identifies information in a passage which provides additional clarity [44]		<input type="checkbox"/>
<input type="checkbox"/> No problems		<input type="checkbox"/>
<p>NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K-3, 4-8; Writing Grades K-3, 4-8; Math K-8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.</p>		

SIXTH GRADE – MINIMUM INSTRUMENTAL BENCHMARK SUMMARY SHEET
CURRENT SCHOOL YEAR:

STUDENT:

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓) in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Reads fluently with speed, pacing, inflection and accuracy [1]	<input type="checkbox"/> Uses various sentence patterns [1]	<input type="checkbox"/> Solves equations in one variable using addition and subtraction [1]
<input type="checkbox"/> Reads fluently with understanding [2]	<input type="checkbox"/> Uses a variety of sentence patterns when writing [2]	<input type="checkbox"/> Models simple addition and subtraction problems using integers on a number line [2]
<input type="checkbox"/> Demonstrates ability to use background experiences [2]	<input type="checkbox"/> Demonstrates proficiency in writing mechanics [4]	<input type="checkbox"/> Recognizes and continues a number pattern and/or geometric representation [3]
<input type="checkbox"/> Able to draw logical conclusions, predict outcomes, connect text to personal experiences, identify main idea, follow plot sequence, compare and contrast, follow printed directions, interact with content, and infer motives, traits, or feelings of characters [2]	<input type="checkbox"/> Self-corrects and corrects others' writing by editing/proofreading [5]	<input type="checkbox"/> States a rule to explain a number pattern [4]
<input type="checkbox"/> Decodes words utilizing semantic/meaning cues, syntactic/grammar cues or graphophonic/sound/symbol cues [5]	<input type="checkbox"/> Identifies the story elements [8]	<input type="checkbox"/> Using whole numbers completes a function table based on a given rule [5]
<input type="checkbox"/> Utilizes prefixes and suffixes in determining word meanings [7]	<input type="checkbox"/> Writes in sequential order about a passage after reading [9]	<input type="checkbox"/> Creates and solves proportional equations using one variable [6]
<input type="checkbox"/> Recognizes synonyms, antonyms and homonyms [8]	<input type="checkbox"/> Summarizes key points of a passage [10]	<input type="checkbox"/> Reads and constructs line, bar and pictographs [7]
<input type="checkbox"/> Identifies multiple meanings/homographs [9]	<input type="checkbox"/> Writes a character description [11]	<input type="checkbox"/> Reads and interprets circle graph using percents [8]
<input type="checkbox"/> Interprets the meaning of possessives and contractions [10]	<input type="checkbox"/> Completes a character analysis [12]	<input type="checkbox"/> Constructs and explains a frequency table [9]
<input type="checkbox"/> Uses figurative language to decode words utilizing graphophonic cues [11]	<input type="checkbox"/> Expresses feelings towards characters in a story [13]	<input type="checkbox"/> Uses probability to predict the outcome of a single event and express the result as a fraction and/or decimal [10]
<input type="checkbox"/> Identifies analogies [14]	<input type="checkbox"/> Writes to retell a story [14]	<input type="checkbox"/> Estimates and compares data to include mean, median and mode [8]
<input type="checkbox"/> Locates, summarizes and combines information from different sources [15]	<input type="checkbox"/> Uses reference materials when writing factual compositions [15]	<input type="checkbox"/> Solves problems involving combinations [12]
<input type="checkbox"/> Uses visual aids to find information in a passage [16]	<input type="checkbox"/> Utilizes a dictionary/thesaurus when writing/editing [16]	<input type="checkbox"/> Measures length to the nearest one-sixteenth inch [13]
<input type="checkbox"/> Uses parts of a book [17]	<input type="checkbox"/> Interviews to obtain information [17]	<input type="checkbox"/> Identifies appropriate units for measuring length, weight, volume and temperature in standard (English and metric) systems [14]
<input type="checkbox"/> Identifies and applies knowledge of organizational patterns [18]	<input type="checkbox"/> Responds to a passage using an opinion-based approach [18, 19]	<input type="checkbox"/> Uses appropriate mathematical tools for determining length, volume and temperature in standard (English and metric) systems [15]
<input type="checkbox"/> Summarizes main ideas and supporting details [19]	<input type="checkbox"/> Identifies and discusses in writing an author's purpose for a story or passage [20]	<input type="checkbox"/> Uses estimation to solve problems in standard (English and metric) systems [16]
<input type="checkbox"/> Makes predictions, inferences and draw conclusions [20]	<input type="checkbox"/> Writes for various audiences [21]	<input type="checkbox"/> Converts units within a measurement system [17]
<input type="checkbox"/> Utilizes skimming and scanning techniques [21]	<input type="checkbox"/> Creates compositions to entertain, inform, persuade and describe [22]	<input type="checkbox"/> Locates points in all four quadrants of the coordinate plane [18]
<input type="checkbox"/> Retells a story [23]	<input type="checkbox"/> Writes a friendly letter [23]	<input type="checkbox"/> Draws points, lines (parallel, perpendicular, intersecting lines), line segments and rays [19]
<input type="checkbox"/> Identifies characteristics of short stories, poetry and plays [26]	<input type="checkbox"/> Writes a thank you note correctly [24]	<input type="checkbox"/> Identifies, classifies and measures right, acute, obtuse and straight angles [20]
<input type="checkbox"/> Explains how the literary elements support the author's purpose [27]	<input type="checkbox"/> Writes a business letter [25]	<input type="checkbox"/> Creates a tessellation using polygons [21]
<input type="checkbox"/> Uses figurative language/literary devices [29]	<input type="checkbox"/> Completes a simple application [26]	<input type="checkbox"/> Identifies the vertices, edges and faces of three-dimensional figures [22]
<input type="checkbox"/> Understands the meaning of a passage [30]	<input type="checkbox"/> Creates a list of directions [27]	<input type="checkbox"/> Identifies and construct flips, sides and turns [23]
<input type="checkbox"/> Understands the author's purpose [32]	<input type="checkbox"/> Creates a menu [28]	<input type="checkbox"/> Calculates the area of a square and a rectangle without using a calculator [24]
<input type="checkbox"/> Distinguishes between fact and opinion [33]	<input type="checkbox"/> Responds to text using various points of view [29]	<input type="checkbox"/> Finds the circumference of a circle [25]
<input type="checkbox"/> Recognizes persuasive and propaganda techniques [34]	<input type="checkbox"/> Integrates writing to interpret personal ideas/opinions and those of others [30]	<input type="checkbox"/> Finds the area of circle using a calculator [26]
<input type="checkbox"/> Interprets specialized vocabulary [37]	<input type="checkbox"/> Writes a summary of a passage read aloud [31]	<input type="checkbox"/> Finds the volume of a cube or rectangular prism [27]
<input type="checkbox"/> Compares the relationship between diagrams and the content of printed directions [38]	<input type="checkbox"/> No problems	<input type="checkbox"/> Reads, writes and rounds twelve-digit numbers [28]
		<input type="checkbox"/> Compares and orders whole numbers using <, > and = [29]

NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K-3, 4-8; Writing Grades K-3, 4-8; Math K-8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

SIXTH GRADE - MINIMUM INSTRUCIONAL BENCHMARK SUMMARY SHEET

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓) in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
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<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/>		<input type="checkbox"/>

NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K - 3, 4 - 8; Writing Grades K - 3, 4 - 8; Math K - 8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

SEVENTH GRADE – MINIMUM INSTR. – REGIONAL BENCHMARK SUMMARY SHEET

CURRENT SCHOOL YEAR:

STUDENT:

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓), in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box, if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Reads fluently with speed, pacing, inflection and accuracy [1]	<input type="checkbox"/> Uses various sentence patterns [1]	<input type="checkbox"/> Describes and extends a pattern in a sequence [1]
<input type="checkbox"/> Reads fluently with understanding [3]	<input type="checkbox"/> Produces a piece of writing (paragraph, essay, etc.) using a variety of sentence patterns [2]	<input type="checkbox"/> Identifies and uses the commutative, associative, distributive and identity properties [2]
<input type="checkbox"/> Demonstrates ability to use background experiences [3]	<input type="checkbox"/> Produces a piece of writing using correct subject-verb agreement, verb tenses, pronoun case, pronoun-antecedent agreement, possessives, plurals, adjectives, adverbs, comparative degree, superlative degree and prepositions correctly [3]	<input type="checkbox"/> Translates between simple algebraic expressions and verbal phrases [3]
<input type="checkbox"/> Able to draw logical conclusions, predict outcomes, connect text to personal experiences, identify main idea, follow plot sequence, compare and contrast, follow printed directions, interact with content, and infer motives, traits, or feelings of characters [3]	<input type="checkbox"/> Produces a piece of writing using correct punctuation and capitalization [4]	<input type="checkbox"/> Solves linear equations using the addition, subtraction, multiplication and division properties of equality with integer solutions [4]
<input type="checkbox"/> Identify root words, prefixes and suffixes [5]	<input type="checkbox"/> Applies correct spelling concepts in written work [5]	<input type="checkbox"/> Writes a real-world situation from a given equation [5]
<input type="checkbox"/> Decodes words utilizing semantics/meaning cues, cues syntactic/grammar cues or graphophonic/sound/symbol [6]	<input type="checkbox"/> Self-corrects and/or edits other's written work through proofreading [6]	<input type="checkbox"/> Writes and solves equations that represent problem-solving solutions [6]
<input type="checkbox"/> Uses spelling patterns and inflectional endings [7]	<input type="checkbox"/> Produces a piece of writing that identifies the main idea of a story and also provides details that appear in the story [9]	<input type="checkbox"/> Organizes data in a frequency table [7]
<input type="checkbox"/> Identifies figurative language [8a]	<input type="checkbox"/> Summarizes a literacy selection [10]	<input type="checkbox"/> Interprets and constructs histograms, line graphs and bar graphs [8]
<input type="checkbox"/> Identifies figurative language to decode words utilizing graphophonic cues [8b]	<input type="checkbox"/> Writes a character analysis using a Venn diagram [11]	<input type="checkbox"/> Interprets and constructs circle graphs when given degrees [9]
<input type="checkbox"/> Identify and spell frequently-uses words correctly [9]	<input type="checkbox"/> Recalls specific details to justify an idea in a piece of writing [12]	<input type="checkbox"/> Estimates and compares data including mean, median, mode and range of a set of data [11]
<input type="checkbox"/> Uses analogies [11]	<input type="checkbox"/> Re-creates the storyline in sequential order [13]	<input type="checkbox"/> Predicts and recognizes data from statistical graphs [12]
<input type="checkbox"/> Skims or scans reading materials [12]	<input type="checkbox"/> Responds to text by addressing story elements [14]	<input type="checkbox"/> Determines the probability of a single event [13]
<input type="checkbox"/> Utilizes parts of a book [14]	<input type="checkbox"/> Responds to text by writing to retell a story [15]	<input type="checkbox"/> Uses simple permutations and combinations [14]
<input type="checkbox"/> Utilizes visual aids [15]	<input type="checkbox"/> Organizes content from various sources to construct a written product [17]	<input type="checkbox"/> Converts within a standard measurement system (English and metric) [15]
<input type="checkbox"/> Identifies the main idea and supporting details [17]	<input type="checkbox"/> Develops and presents a written project [18]	<input type="checkbox"/> Converts temperature using the Fahrenheit and Celsius formulas [16]
<input type="checkbox"/> Makes predictions, inferences and draws conclusions [18]	<input type="checkbox"/> Identifies author's purpose and explains in writing [19]	<input type="checkbox"/> Uses standard units of measurement to solve application problems [17]
<input type="checkbox"/> Summarizes or paraphrases a story [19]	<input type="checkbox"/> Writes to interpret ideas and opinions of others [20]	<input type="checkbox"/> Identifies polygons up to twelve sides [18]
<input type="checkbox"/> Locates and combines information from reference sources [20]	<input type="checkbox"/> Identifies and creates many types of compositions having a topic sentence, supporting details and closing sentence [21]	<input type="checkbox"/> Classifies and compares the properties of quadrilaterals [19]
<input type="checkbox"/> Retells a story [21]	<input type="checkbox"/> Writes for various audiences [22]	<input type="checkbox"/> Classifies and measures angles [20]
<input type="checkbox"/> Analyzes characters after reading a selection [22]	<input type="checkbox"/> Creates various genres of literary writing [23]	<input type="checkbox"/> Classifies triangles according to their sides and angles [21]
<input type="checkbox"/> Identifies the story element [23]	<input type="checkbox"/> Composes business letters and memos [24]	<input type="checkbox"/> Finds the perimeter of polygons [22]
<input type="checkbox"/> Identifies characteristics of each genre [26]	<input type="checkbox"/> Writes personal reaction to stories, poems, etc. [26]	<input type="checkbox"/> Finds the area of the triangles and quadrilaterals [23]
<input type="checkbox"/> Recognizes author's tone, purpose and point of view [27]	<input type="checkbox"/> Answers questions about passages including point of view of the passage, intended audience, and author's purpose [27]	<input type="checkbox"/> Finds the interchange area and circumference of a circle [24]
<input type="checkbox"/> Understands literary devices [28]	<input type="checkbox"/> Integrates writing to interpret personal ideas/opinions and those ideas/opinions of others [28]	<input type="checkbox"/> Identifies congruent segments, angles and polygons [25]
<input type="checkbox"/> Identifies persuasive writing [31a]	<input type="checkbox"/> No problems	<input type="checkbox"/> Develops relationships of faces, vertices and edges of three-dimensional figures [26]
<input type="checkbox"/> Identifies informative writing [31b]		<input type="checkbox"/> Performs transformations on plane figures using physical models and graph paper [27]
<input type="checkbox"/> Determines the author's position [32]		<input type="checkbox"/> Identifies lines of symmetry in polygons [28]
<input type="checkbox"/> Recognizes persuasive techniques [33]		<input type="checkbox"/> Develops and applies the Pythagorean Theorem to find the missing side of a right triangle [29]
<input type="checkbox"/> Identifies essential information in directions [35]		<input type="checkbox"/> Graphs ordered pairs on a coordinate plane [30]
<input type="checkbox"/> Supplies the necessary information to complete a form [36]		<input type="checkbox"/> Uses powers of ten to multiply and divide decimals [31]
<input type="checkbox"/> Interprets a visual aid which relates to the content of the text [37]		<input type="checkbox"/> Uses patterns to develop concepts of exponents [32]

NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreK/Kindergarten Curriculum; Reading Grades K-3, 4-8; Writing Grades K-3, 4-8; Math K-8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

SEVENTH GRADE - MINIMUM INSTRUCTIONAL BENCHMARK SUMMARY SHEET

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓) in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Identifies the specialized vocabulary in a context [38]		<input type="checkbox"/> Writes numbers in standard and exponential form [33]
<input type="checkbox"/> Follows a written procedure [39]		<input type="checkbox"/> Converts between standard form and scientific notation [34]
<input type="checkbox"/> Locates information in a manual [40]		<input type="checkbox"/> Finds and uses prime factorization with exponents to obtain the greatest common factor (GCF) and least common multiple (LCM) [35]
<input type="checkbox"/> Identifies information in an illustration [41]		<input type="checkbox"/> Uses patterns to develop the concepts of roots of perfect square with and without calculators [36]
<input type="checkbox"/> Recalls the main idea, details and facts after listening to a reading selection [43]		<input type="checkbox"/> Recognizes and writes integers including opposites and absolute value [37]
<input type="checkbox"/> No problems		<input type="checkbox"/> Compares and orders integers [38]
		<input type="checkbox"/> Adds, subtracts, multiplies and divides integers with and without calculators [39]
		<input type="checkbox"/> Uses the order of operations to simplify and/or evaluate numerical and algebraic expressions with and without calculators [40]
		<input type="checkbox"/> Compares, orders, rounds and estimates decimals [41]
		<input type="checkbox"/> Adds, subtracts, multiplies and divides in real-life situations with and without calculators [42]
		<input type="checkbox"/> Converts among decimals, fractions and mixed numbers [43]
		<input type="checkbox"/> Expresses ratios as fractions [43]
		<input type="checkbox"/> Adds, subtracts, multiplies and divides, fractions and mixed numbers [45]
		<input type="checkbox"/> Uses estimation to add, subtract, multiply and divide fractions [46]
		<input type="checkbox"/> Explores equivalent ratios and expresses them in simplest form [47]
		<input type="checkbox"/> Solves problems involving proportions [48]
		<input type="checkbox"/> Determines unit rates [49]
		<input type="checkbox"/> Uses models to illustrate the meaning of percent [50]
		<input type="checkbox"/> Converts among decimals, fractions, mixed numbers and percents [51]
		<input type="checkbox"/> Determines the percent of a number [52]
		<input type="checkbox"/> Estimates decimals, fractions, and percents [53]
		<input type="checkbox"/> Uses proportions and equations to solve problems with rate, base, and part with and without calculators [54]
		<input type="checkbox"/> Finds the percent of increase and percent of decrease [55]
		<input type="checkbox"/> Solves problems involving sales tax, discount and simple interest with and without calculators [56]
		<input type="checkbox"/> No problems

NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K - 3, 4 - 8; Writing Grades K - 3, 4 - 8; Math K - 8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

EIGHTH GRADE – MINIMUM INSTRUMENTAL BENCHMARK SUMMARY SHEET
 CURRENT SCHOOL YEAR:

STUDENT:

DIRECTIONS: For each minimum instructional benchmark in which the student has academic problems, place a check (✓) in the box. If the student has no problems in an area, place a check (✓) in the box that indicates "No problems". Place an (X) in the box if no instruction in a benchmark has occurred this year.

READING	WRITING	MATHEMATICS
<input type="checkbox"/> Reads fluently with speed, pacing, inflection and accuracy [1]	<input type="checkbox"/> Uses various sentence patterns [1]	<input type="checkbox"/> Identifies and applies the commutative, associative and distributive properties [1]
<input type="checkbox"/> Identifies prefixes and suffixes [5]	<input type="checkbox"/> Utilizes a variety of sentence patterns [2]	<input type="checkbox"/> Distinguishes between numerical and algebraic expressions, equations and inequalities [2]
<input type="checkbox"/> Identifies multiple meanings [6]	<input type="checkbox"/> Writes for a variety of purposes [3]	<input type="checkbox"/> Converts between word phrases or sentences and algebraic expressions, equations or inequalities [3]
<input type="checkbox"/> Uses synonyms, antonyms and homonyms [7]	<input type="checkbox"/> Uses proper mechanics and usage [4]	<input type="checkbox"/> Simplifies and evaluates numerical and algebraic expressions [4]
<input type="checkbox"/> Decodes words utilizing semantic/meaning cues, syntactic/grammar cues or graphophonic/sounds/symbol cues [8]	<input type="checkbox"/> Self-corrects and corrects others' writing by editing/proofreading [5]	<input type="checkbox"/> Solves and checks one and two-step linear equations and inequalities [5]
<input type="checkbox"/> Uses figurative language to decode words utilizing graphophonic cues [10]	<input type="checkbox"/> Writes sequentially to present what has been read [7]	<input type="checkbox"/> Solves and checks multi-step linear equations using the distributive property [6]
<input type="checkbox"/> Uses visual aids to completely understand a passage [12]	<input type="checkbox"/> Writes a character analysis using a Venn diagram [10]	<input type="checkbox"/> Graphs solutions to inequalities on a number line [7]
<input type="checkbox"/> Identifies and applies knowledge of organizational patterns [13]	<input type="checkbox"/> Responds and identifies story elements [11]	<input type="checkbox"/> Writes a corresponding real life situation from an algebraic expression [8]
<input type="checkbox"/> Recalls details and justifies his/her answers [14]	<input type="checkbox"/> Compiles information from texts, media and other printed material to construct a written product [12, 13]	<input type="checkbox"/> Interprets and constructs frequency tables and charts [9]
<input type="checkbox"/> Makes predictions, draws conclusions and infer meaning [15]	<input type="checkbox"/> Develops and presents a written product [14]	<input type="checkbox"/> Finds the mean, median, mode and range of a given set of data [10]
<input type="checkbox"/> Skims and scans to locate key information [16]	<input type="checkbox"/> Identifies author's purpose [16]	<input type="checkbox"/> Interprets and constructs bar graphs, line graphs, circle graphs and pictographs from given data [11]
<input type="checkbox"/> Summarizes or paraphrases a story [17]	<input type="checkbox"/> Writes to interpret ideas and opinions of others [17]	<input type="checkbox"/> Interprets and constructs stem and leaf, box and whisker and scatter plots from given data [12]
<input type="checkbox"/> Applies content read to story elements [24a]	<input type="checkbox"/> Creates different types of composition to entertain, inform, persuade and describe [19]	<input type="checkbox"/> Predicts patterns or trends based on given data [13]
<input type="checkbox"/> Analyzes characters [24b]	<input type="checkbox"/> Creates various types of literary writing [20]	<input type="checkbox"/> Uses combinations and permutations in application problems [14]
<input type="checkbox"/> Interprets various types of genres [26]	<input type="checkbox"/> Completes applications, forms, etc. [22]	<input type="checkbox"/> Calculates and applies basic probability [15]
<input type="checkbox"/> Determines the author's purpose [27]	<input type="checkbox"/> Writes a sequence of activities to complete a procedure [23]	<input type="checkbox"/> Converts, performs basic operations and solves word problems using standard measurements [16]
<input type="checkbox"/> Interprets the meaning of different passages [29]	<input type="checkbox"/> Writes a summary of passages read [25]	<input type="checkbox"/> Measures line segments and finds dimensions of given figures using standard measurements [17]
<input type="checkbox"/> Recognizes figurative language/sound devices [30]	<input type="checkbox"/> Writes a personal reaction to a passage [26]	<input type="checkbox"/> Writes and solves real life problems involving standard measurements [18]
<input type="checkbox"/> Recognizes and uses persuasive techniques [32]	<input type="checkbox"/> Integrates writing to interpret personal ideas/opinions and the ideas/opinions [27]	<input type="checkbox"/> Selects appropriate units of measurement for real life problems [19]
<input type="checkbox"/> Determines the author's position and defends/supports with details [33]	<input type="checkbox"/> No problems	<input type="checkbox"/> Identifies parallel, perpendicular, intersecting and skew lines [20]
<input type="checkbox"/> Identifies or interprets specialized vocabulary in context [36]		<input type="checkbox"/> Identifies and describes characteristics of polygons [21]
<input type="checkbox"/> Determines the sequence of activities for procedure [37]		<input type="checkbox"/> Finds the perimeter and area of polygons and circumference and area of circles [22]
<input type="checkbox"/> Locates and applies appropriate information [38]		<input type="checkbox"/> Classifies, draws and measures acute, obtuse, right and straight angles [23]
<input type="checkbox"/> Identifies information which provides additional clarity [39]		<input type="checkbox"/> Identifies and finds the missing angle measure for adjacent, vertical, complementary and supplementary angles [24]
<input type="checkbox"/> Listens and responds to teacher/peer [41]		
<input type="checkbox"/> No problems		

NOTE: Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K-3, 4-8; Writing Grades K-3, 4-8; Math K-8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

READING MEASURABLE GOALS

LETTER RECOGNITION	During an 8-week period, in the small group setting, given a randomly selected letter list, _____ will show a rate of improvement for letter name recognition of 65% correct responses.
LETTER SOUND RECOGNITION	During an 8-week period, in the small group setting, given a randomly selected letter list, _____ will show a rate of improvement for letter sound recognition of 65% correct responses.
PHONEME SEGMENTATION	During an 8-week period, in the small group setting, given a randomly selected word list, _____ will show a rate of improvement for demonstrating phonemic segmentation skills by _____ correct responses.
SIGHT WORDS	During an 8-week period, in the small group setting, when presented with a list of 25 words on an appropriate _____ grade level, _____ will improve basic reading skills (word identification) with a 65% improvement rate.
FLUENCY (ORF – DIBELS)	During an 8-week period, in the small group setting, given passages randomly sampled on a _____ grade level, _____ will show a rate of improvement of _____ words per minute.
COMPREHENSION (DAZE/GUIDED READING)	During an 8-week period, in the small group setting, utilizing a _____ grade reading sample, _____ will demonstrate an improvement rate in comprehension skills of _____ correct responses per passage.

MATH MEASURABLE GOALS

NUMBER COUNTING	During an 8-week period, in the small group setting, _____ will show a rate of improvement for oral counting of _____ correct responses
NUMBER RECOGNITION	During an 8-week period, in the small group setting, given a randomly selected list of numbers, _____ will show a rate of improvement for number identification of 65% correct responses.
NUMBER REPRESENTATION	During an 8-week period, in the small group setting, given a randomly selected math sample, _____ will demonstrate a rate of improvement for quantity discrimination of 65% correct responses.
MATH CALCULATION (+, -, X, /)	During an 8-week period, in the small group setting, given randomly selected math calculation items on a _____ grade level, _____ will demonstrate an improvement rate of 65% correct responses per assessment.
PROBLEM SOLVING	During an 8-week period, in the small group setting, given randomly selected math problem solving items on a _____ grade level, _____ will demonstrate an improvement rate of 65% correct responses per assessment.

ENGLISH MEASURABLE GOAL

GRAMMAR SKILL	During an 8-week period, in the small group setting, given randomly selected grammar questions on a _____ grade level, _____ will demonstrate a rate of improvement of 65% correct responses per assessment.
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SAMPLE LIST OF STUDENT STRENGTHS

COMMUNICATION

- Uses appropriate grammar for age
- Asks relevant questions to story/situation
- Talks about events in the correct and logical order
- Answers who, what, when, where questions in conversation/story
- See relationships
- Can follow multi-step directions (written or verbal)
- Reflects the question in the answer
- Communicates through writing
- Repeats directions to demonstrate understanding

LITERACY SKILLS

- Can match letters to sounds and sounds to letter
- Is able to sound out unfamiliar words
- Recognizes sight words
- Likes to tell stories
- Recalls and retells stories and facts after reading
- Reads with fluency
- Figures out what new words mean by looking at the context or asking questions
- Reads with expression
- Reads aloud confidently
- Reads in spare time without being coached

MATH

- Number recognition and concept
- Understands patterns in numbers
- Uses and understands math vocabulary
- Recognizes shapes
- Basic facts (addition/multiplication—be specific)
- Spatial knowledge
- Can orally count 1-20

SOCIAL

- Follows rules and routines well
- Accepts redirection well
- Asks for help when needed
- Works well with others
- Able to organizes items
- Interacts well with peers
- Accepts constructive criticism
- Responds appropriately to corrections
- Understands social norms

Life is not about waiting for the storms to pass...it's about learning to dance in the rain.

- Anonymous

HEALTH INFORMATION FORM
(TO BE COMPLETED BY PARENT)

Child's Name _____ Age _____
School _____ Date _____ DOB _____
Parent's Name _____ Phone _____ (Home) _____ (Work) _____

I. Child's Past Medical History:

- A. What was your child's birth weight? _____
B. Did your child have any problems at birth or shortly thereafter? Yes ___ No ___ If yes, describe _____

C. Has your child been seriously ill, injured or hospitalized? Yes ___ No ___ If yes, list any illnesses, injuries or hospitalizations and child's age when this occurred. _____

D. Is your child allergic to any medicines? Yes ___ No ___ If yes, what types? _____

E. Does your child have to take any medication regularly? Yes ___ No ___
F. Is your child being seen by a medical doctor now? Yes ___ No ___ If yes, explain: _____

G. Has a doctor ever put any restrictions on your child/s activities? Yes ___ No ___ If yes, explain: _____

H. Are there any medical problems which you feel should be considered in planning your child's school program? Yes ___ No ___ If yes, explain: _____

I. Do you consider your child's development to have been slow, average, or fast? _____

II. FAMILY MEDICAL HISTORY:

A. Are the following diseases found on either side of the family?

- | | | | |
|-------------------------------|-----------|----------|-----------|
| 1. Sugar Diabetes | Yes _____ | No _____ | Who _____ |
| 2. Sickle Cell Anemia | Yes _____ | No _____ | Who _____ |
| 3. Tuberculosis | Yes _____ | No _____ | Who _____ |
| 4. Mental Retardation | Yes _____ | No _____ | Who _____ |
| 5. Mental Illness | Yes _____ | No _____ | Who _____ |
| 6. Alcohol or Drug Dependency | Yes _____ | No _____ | Who _____ |
| 7. Seizures | Yes _____ | No _____ | Who _____ |
| 8. High Blood Pressure | Yes _____ | No _____ | Who _____ |
| 9. Other | Yes _____ | No _____ | Who _____ |

III. REVIEW OF SYSTEMS:

A. Does your child have any of the following problems: If yes, please explain. Please note if your child has received medical treatment for these.

- | | Yes | No | If yes, explain |
|---|-------|-------|-----------------|
| 1-1 Headaches | _____ | _____ | _____ |
| 1-2 Ear infections | _____ | _____ | _____ |
| 1-3 Hard of Hearing | _____ | _____ | _____ |
| 1-4 Wear Glasses | _____ | _____ | _____ |
| 1-5 Trouble w/eyes | _____ | _____ | _____ |
| 1-6 More than 3 sore throats a year | _____ | _____ | _____ |
| 2-7 Heart Trouble | _____ | _____ | _____ |
| 2-8 Dizziness or fainting | _____ | _____ | _____ |
| 2-9 Asthma | _____ | _____ | _____ |
| 3-10 Stomach problems | _____ | _____ | _____ |
| 4-11 Stinging or burning when urinating | _____ | _____ | _____ |
| 4-12 Kidney trouble | _____ | _____ | _____ |
| 4-13 Bed Wetting | _____ | _____ | _____ |
| 5-14 Hurting or swelling in arms, legs, joints | _____ | _____ | _____ |
| 6-15 Seizures or convulsions | _____ | _____ | _____ |
| 7-16 Thyroid problems, dwarfism, other | _____ | _____ | _____ |
| 8-17 Has your child had difficulty relating to others | _____ | _____ | _____ |
| 9-18 Does or has your child had allergies | _____ | _____ | _____ |

RELEASE OF INFORMATION FORM

For the purpose of providing the most appropriate instruction and assistance in school, I do hereby give permission for a *mutual exchange* of information regarding my child,

Name of Student

Grade

Teacher

Between Forrest County School District and the following:

Physician, Hospital, Clinic, Institution, Association, or School

_____ Release all information

_____ Release only the information checked:

_____ General identifying data

_____ Standardized achievement and aptitude test scores

_____ Personality and Interest scores

_____ Teacher ratings, Observational checklist

_____ Medical Reports

_____ Psychological Reports

_____ Other Information (Specify):

Signature of Parent, Guardian, or Custodian

Date

Requested information should be sent to:

FAX

Name of Contact Person

Phone

Mailing Address

City, State, Zip Code

Earl Travillion Attendance Center Grade Level Schedules

2017-2018

Self –Contained Classroom 56

Time	Content	Minutes
8:00—8:30	Breakfast	30 min
8:30—9:30	Reading Unit Centers	60 min
9:30—9:40	Bathroom/Water	10 min
9:40—10:40	Math Unit Centers	60 min
10:45—11:30	Activity/Planning	40 min
11:30—11:50	Lunch	20 min
11:50—12:00	Bathroom	10 min
12:00—12:45	Science	45 min
12:45—1:15	Social Studies	30 min
1:15—1:35	Physical Activity	20 min
1:35—1:40	Bathroom	5 min
1:40—2:10	Computer/Remediation	30 min
2:10—2:40	Art/Health	30 min
2:45—3:35	Planning/IEP meetings	50 min
3:40	Car Line Duty	

Adams

***Reports to Room 12 for Kindergarten extended day.**

Ms. Dearman's Schedule

Kindergarten

Time	Schedule	Minutes
8:00-8:30	iReady/Unpack	30 min.
8:30-11:15	Math	120 min.
10:00-10:45	Activity	45 min.
11:15-12:45	Science/Social Studies/Art	60 min.
11:40-12:00	Lunch	20 min
12:00-12:10	Bathroom	10 min.
12:45-2:15	Reading Whole Group/Centers	130 min.
2:15-2:45	Physical Activity/Snack/Water	30 min.
2:45-3:45	ELA Whole Group	60 min.
3:45-4:15	Health/Move to Learn/Enrichment	30 min.
4:15-4:30	Snack/Bathroom	15 min
4:30-5:30	Remediation/iReady/Table Time	60 min
5:30-5:45	Closure	15 min

Activity Schedule

10:00-10:45 a.m.

Monday	Tuesday	Wednesday	Thursday	Friday
Computer	Library	P.E.	Music	Computer

Mrs. Manning's Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Davis	Davis	Davis	Davis	Davis
Afternoon	Dearman	Dearman	Dearman	Dearman	Dearman

** Mrs. Manning will be in both classes during the Reading/ELA Block in order to lead a small group table. Mrs. Adams will serve in Room 12 for Kindergarten extended day.

KA—Davis

KB—Dearman

Mrs. Davis' Schedule

Kindergarten

Time	Schedule	Minutes
8:00-8:30	iReady/Unpack	30 min.
8:30-11:15	Reading Whole Group/Centers	120 min.
10:00-10:45	Activity	45 min.
11:15-12:45	ELA Whole Group	60 min.
11:40-12:00	Lunch	20 min
12:00-12:10	Bathroom	10 min.
12:45-2:15	Math	130 min.
2:15-2:45	Physical Activity/Water	30 min.
2:45-3:45	Science/Social Studies/Art	60 min.
3:45-4:15	Health/Move to Learn/Enrichment	30 min.
4:15-4:30	Snack/Bathroom	15 min
4:30-5:30	Remediation/iReady/Table Time	60 min
5:30-5:45	Closure	15 min

Activity Schedule

10:00-10:45 a.m.

Monday	Tuesday	Wednesday	Thursday	Friday
Library	P.E.	Music	Computer	Library

Mrs. Manning's Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Davis	Davis	Davis	Davis	Davis
Afternoon	Dearman	Dearman	Dearman	Dearman	Dearman

** Mrs. Manning will be in both classes during the Reading/ELA Block in order to lead a small group table. Mrs. Manning will serve in Room 12 for Kindergarten extended day.

1st Grade Schedule

Time	Content	Minutes
8:00—8:30	iReady/Morning Work	30 min
8:30—10:00	Reading Unit Centers	90 min
10:00—10:45	Activity/Planning	45 min
10:45—11:05	Physical Activity	20 min
11:10—11:35	Lunch	20 min
11:40—11:45	Bathroom	5 min
11:45—1:15	Language/Art	60 min
1:15—1:20	Bathroom	10 min
1:20—3:20	Math	120 min
3:20--3:40	Snack/Health/Move to Learn/	20 min
3:40--4:10	Extended Reading	30 min
4:10-4:4:40	Integrated Reading in: Science (M/W) Social Studies (T/Th) Art (Fri)	30 min
4:40-5:10	Math Remediation/ Enrichment	30 min
5:10--5:40	ELA Remediation/ Enrichment	30 min
5:40--5:45	Closure	5 min

1A—Ainsworth

1B—Duckworth

***Mrs. White will report to Room 16 for extended day.**

Mrs. Morgan will report to Room 17 for extended day.

2nd Grade Schedule

Time	Content	Minutes
8:00-8:30	iReady/Morning Work	30 min
8:30—10:10	Reading Unit Centers	100 min
10:10—11:10	Language/Art	60 min
11:10—11:30	Physical Activity	20 min
11:30—11:55	Lunch/Bathroom	20 min
11:55—12:25	Extended Language	30 min
12:25—1:45	Math	80 min
1:45—2:25	Activity/Planning	40 min
2:30—3:10	Math	40 min
3:10--3:55	Integrated Reading in: Science/Health (M/W) Social Studies (T/Th) Art (Fri)	45 min
3:55--4:25	Snack/Health/Move to Learn/	30 min
4:25--5:05	Math Remediation/ Enrichment	40 min
5:10--5:40	ELA Remediation/ Enrichment	40 min
5:40--5:45	Closure	5 min

2A—Ray

2B—Jones

***Ms. Green will report to Room 14 for extended day.**

Ms. Moore will report to Room 15 for extended day.

3rd Grade Schedule

Time	West 3A	Pratt 3B	Minutes
8:00-8:30	iReady/Morning Work	iReady/Morning Work	30 min
8:30—10:30	3A Reading Unit/ Centers	3B Math Unit/Centers	120 min
10:30--11:00	3A Social Studies via Reading	3B Social Studies via Reading	30min
11:00--11:50	3B Reading Unit/Centers	3A Math Unit/Centers	50 min
11:50—12:15	Lunch/Bathroom	Lunch/Bathroom	20 min
12:15—12:35	Physical Activity	Physical Activity	20 min
12:35—1:45	3B Reading Unit/Centers	3A Math Unit/Centers	70 min (total 120)
1:45—2:25	Activity/Planning	Activity/Planning	40 min
2:25—3:10	3B Language /Art	3A Science via Reading	45 min
3:10—3:55	3A Language/Art	3B Science via Reading	45 min
3:55--4:15	Snack/Health/Move to Learn/	Snack/Health/Move to Learn/	20 min
4:15--5:00	3A ELA Remediation/ Enrichment	3B Math Remediation/ Enrichment	45 min
5:00--5:45	3B ELA Remediation/ Enrichment	3A Math Remediation/ Enrichment	45 min

3A—West

3B--Pratt

***Mrs. Brown will serve in Room 6 for extended day.**

Mrs. Rainey will serve in Room 5 for extended day.

4th Grade Schedule

Time	Beilmann	Chapman	Minutes
8:00—8:40	iReady/Morning Work	iReady/Morning Work	40 min
Activity 8:45—9:25	Activity/Planning	Activity/Planning	40 min
9:30—11:30	4A Reading Unit/Centers Science (TTH)	4B Math Unit/Centers Science (TTH)	120 min
11:30—12:00	4A Language/Art	4B Social Studies via Reading	30 min
12:00—12:25	Lunch/Bathroom	Lunch/Bathroom	20 min
12:25—12:50	Health/Move to Learn	Health/Move to Learn	25 min
12:55—2:55	4B Reading Unit/Centers	4A Math Unit/Centers	120 min
3:00--3:30	4B Language/Art	4A Social Studies via Reading	30 min
3:30--3:45	Snack/Bathroom	Snack/Bathroom	15 min
3:45--4:45	4B ELA Remediation/ Enrichment	4A Math Remediation/ Enrichment	60 min
4:45--5:45	4A ELA Remediation/ Enrichment	4B Math Remediation/ Enrichment	60 min

4A—Beilmann

4B—Chapman

***Mrs. Finley will report to Room 2 for extended day.**

***Mr. Cooley will report to Room 3 for extended day.**

5th/6th Grade Schedule

5A—Morrow 5B—Lee 6A—Weathersby

Time	Morrow 5A Reading/Language/Art	Lee 5B Math/Health	Weathersby 6A Science/SS
8:00—8:30	iReady/Morning Work	iReady/Morning Work	iReady/Morning Work
1 st Period 8:30—10:00 (90)	5A Reading (MWF) Language (T/Th)	5B Math/Health	6A Science (MWF) SS (T/Th)
2 nd Period 10:00—10:45 (45)	6A Reading (MWF) Language (T/Th)	5A Math/Health	5B Science (MWF) SS (T/Th)
Activity 10:45—11:25 (40)	Activity/Planning	Activity/Planning	Activity/Planning
2 nd Period 11:30—12:10 (40)	6A Reading (MWF) Language (T/Th)	5A Math/Health	5B Science (MWF) SS (T/Th)
LUNCH/Bathroom (20 min per class)	12:10—12:30	12:15—12:35	12:20—12:40
2 nd Period 12:30—1:00 (30)	6A Reading (MWF) Language (T/Th)	5A Math/Health	5B Science (MWF) SS (T/Th)
3 rd Period 1:00—2:30 (90)	5B Reading (MWF) Language (T/Th)	6A Math/Health	5A Science (MWF) SS (T/Th)
2:30—2:50 (20)	Snack/Physical Education	Snack/Physical Education	Snack/Physical Education
2:50--3:40 (50)	6A Remediation/ Enrichment	5B Remediation/ Enrichment	5A Remediation Groups
3:40—4:30 (50)	5A Remediation/ Enrichment	6A Remediation/ Enrichment	5B Remediation Groups
4:30--5:20 (50)	5B Remediation/ Enrichment	5A Remediation/ Enrichment	6A Remediation Groups
5:20--5:45 (25)	Health/Art/Closure	Health/Art/Closure	Health/Art/Closure

Mr. Steele and Ms. Booth will serve in Room 19, Mrs. White will serve in Room 18, and Ms. Mosley will serve in Room 20.

7th/8th Grade Schedule

Time	Moffett 7A (Math/ICT I)	Jackson 8B (Reading/Language/Health)	Gore 8A (Science/ICTII—MWF SS/ICTII—TTH)
8:00—8:40 (40)	iReady/Morning Work	iReady/Morning Work	iReady/Morning Work
1 st Period 8:40—10:10(90)	7A Math (MWF) ICT I (T/Th)	8B ELA/Health	8A MS Studies & World Geography/ ICT II (Fall Semester)
			8A Science (Spring Semester)
2 nd Period 10:15—11:45 (90)	8A Math	7A ELA/Health	8B MS Studies & World Geography/ ICT II (Fall Semester)
			8B Science (Spring Semester)
3 rd Period 11:45—2:00 (90)	8B Math	8A ELA/Health	7A Science (MWF) SS (T/Th)
Lunch/Bathroom	12:25—12:45	12:30—12:50	12:35—12:55
2:10—2:30	Physical Activity	Physical Activity	Physical Activity
2:30—3:15	Activity/Planning	Activity/Planning	Activity/Planning
3:15—4:00 (45)	7A Remediation/ Enrichment	8B Remediation/ Enrichment	8A Remediation/ Enrichment
4:00--4:15	Snack/Bathroom	Snack/Bathroom	Snack/Bathroom
4:15--5:00 (45)	8A Remediation/ Enrichment	7A Remediation/ Enrichment	8B Remediation/ Enrichment
5:00--5:45 (45)	7B Remediation/ Enrichment	8A Remediation/ Enrichment	7A Remediation/ Enrichment

7A—Moffett

8B—Jackson

8A—Gore

*Ms. Kirksey will serve in Room 23.

Activity Schedule 2017-2018

Please make sure all students use the restroom during the activity classes to protect instructional time for homeroom teachers.

		Monday	Tuesday	Wednesday	Thursday	Friday
8:00—8:30		Duty Post	Duty Post	Duty Post	Duty Post	Duty Post
8:30—8:45		Weathersby & Ladner report to water fountains/bathroom area. Clear sidewalk before activity.		Cooley remains at door for late arrivals. Ensure parents sign in all tardy students. No excuses.		Green report to lab and turn on all computers. Pick up 4 th grade.
8:45—9:30 <i>Pick up & return</i>	Music	4A	4B	Report to Computer Lab	4B	Report to Computer Lab
4th Grade PLC	PE/Health	4B	Report to Boost to provide math tutoring	4A	Report to Boost to provide math tutoring	Report to Boost to provide math tutoring
	Library	Reading Specialist in 1 st grade	Reading Specialist in 2 nd grade	Reading Specialist in 1 st grade	4A	4B
	Computer	Report to 37 to fill copy requests	4A	4B	Report to 37 to fill copy requests	4A
9:30—10:00	Activity Teacher PLC Period—Ms. Green report to Mrs. Pierre's Office if copies are done.					
10:00—10:45	Music	1A	1B	KA	KB	1A
<i>Teachers must be on time!</i>	PE/Health	1B	KA	KB	1A	1B
Kinder & 1st Grade PLC	Library	KA	KB	1A	1B	KA
	Computer	KB	1A	1B	KA	KB
10:45—11:30	Music	5A	5B	6A/Adams	5A	Report to Computer Lab
<i>Teachers must be on time!</i>	PE/Health	5B/Adams	6A/Adams	Report to Boost to provide math tutoring	Report to Boost to provide math tutoring	5A
1st and 6th Grade PLC	Library	Reading Specialist in 2 nd grade	Reading Specialist in 3 rd grade	5A	5B/Adams	6A/Adams
	Computer	6A	5A	5B	6A	5A
11:30—12:00 ALL ACTIVITY STAFF LUNCH DUTY		(Duty)	(Duty)	(Duty)	(Duty)	(Duty)
12:00—12:20 (20 min for lunch) except Green clocks out for 30 min.		(Lunch/Duty)	(Lunch/Duty)	(Lunch/Duty)	(Lunch/Duty)	(Lunch/Duty)
12:20—12:55 LUNCH DUTY						
1:00—1:30	Monday—Pre-K Music Time		Wednesday—Pre-K P.E. Time		Friday—Pre-K Library Time	
1:45—2:25	Music	3A	3B	2A	2B	3A
<i>Teachers must be on time!</i>	PE/Health	3B	2A	2B	3A	3B
2nd & 3rd Grade PLC	Library	2A	2B	3A	3B	2A
	Computer	2B	3A	3B	2A	2B
2:30—3:15	Music	8A	Report to iReady Lab	8B	7A	Report to iReady Lab
<i>Teachers must be on time!</i>	PE/Health	8B	7A	8A	8B	7A
7th and 8th Grade PLC	Library	Report to iReady Lab	8B	7A	Run STAR/iReady/NWEA MAP reports for reading & math	8A
	Computer	7A	8A		8B	8B
3:40----->	All Activity Staff	Report to Remediation	Report to Remediation	Report to PLCs	Report to Remediation	Report to Duty Post

Afterschool PLC time is designated for Wednesdays from 4:00--6:00 and used for collaboration among grade level bands, data analysis, curriculum planning, MTSS review for at-risk students and content area alignment.

POSITION: Principal

JOB TYPE: Certified Salary

REPORTS TO: Superintendent

QUALIFICATIONS:

1. Able to meet Administrator Certification for the State of Mississippi
2. Five (5) years of more of successful teaching experience.
3. Must demonstrate a knowledge of instructional management, finance and budgetary process, supervision of personnel, effective public relations and be responsive to the needs of the community.
4. Must have the ability to communicate and direct the overall school program.
5. Must have the ability to cooperate in all areas in the school system.

REPORTS TO: Superintendent and/or Deputy Superintendent

SUPERVISES: All full or part-time personnel assigned to the school.

MAJOR AREAS OF RESPONSIBILITY:

1. The local school community.
2. The District school community.

JOB GOAL: To use leadership, supervisor and administrative skills so as to promote the educational development of each student.

PERFORMANCE RESPONSIBILITIES:

1. Establishes and maintains an effective learning climate in the school.
2. Initiates, designs and implements programs to meet specific needs of the school.
3. Keeps the Superintendent informed of the school's activities and problems
4. Makes recommendations concerning the school's administration and instruction.
5. Prepares and administers the school budget and supervises school finances.
6. Supervises the maintenance of all required building records and reports
7. Prepares or supervises the preparation of reports, records, lists and all other paperwork required or appropriate to the school's administration.
8. Works with various members of the central administrative staff on school problems of more than in school importance such as transportation, special services and the like.
9. Keeps the Superintendent informed of events and activities of an unusual nature.
10. Assumes responsibility for the implementation and observance of all Board policies and regulations by the school's staff and students.
11. Maintains active relationships with students and parents.

12. Budgets school time to provide for the efficient conduct of school instruction and business.
13. Supervises the school's educational process.
14. Leads in the development, determination of appropriateness and monitoring of the instructional program.
15. Programs classes within established guides to meet student needs.
16. Assists in the development, revisions, and evaluation of the curriculum
17. Supervises the guidance program to enhance individual student education and development.
18. Maintains high standards of student conduct and enforces discipline as necessary according due process to the rights of students.
19. Establishes guides for proper conduct and maintaining student discipline.
20. Attends special events held to recognize student achievement and attends school sponsored activities, functions and athletic events.
21. Maintains and controls the various local funds generated by student activities.
22. Supervises the maintenance of accurate records on the progress and attendance of students.
23. Assumes responsibility for the attendance, conduct and maintenance of health of students.
24. Assumes responsibility for his own professional growth and development through membership and participation in the affairs of professional organizations, through attendance at regional, state, and national meetings, through enrollment in advanced courses and the like.
25. Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications and discussing problems of mutual interest with others in the field.
26. Supervises all professional, paraprofessional, administrative and non professional personnel attached to the school.
27. Participates in the selection and supervision of all school building personnel.
28. Supervised the school's teaching process.

This job description in no way states or implies that these are the only duties to be performed by this employee. They will be required to follow any other instructions and to perform any other related duties as assigned by the appropriate administrator. The Forrest County School District reserves the right to update, revise or change this job description and related duties at any time.

Approvals:

Signature

Date

I acknowledge that I have received and read this job description.

Employee Name (Print)

Signature

Date

PRINCIPAL INTERVIEW QUESTIONS

1. What do you believe are the greatest challenges facing our schools today (other than parental involvement), and what strategies should be used to address some of these challenges?
2. Have you had to develop a shared vision where there had been no vision or differing visions? Describe that experience.
3. Tell us about a time when you had to make a difficult decision, and you knew that whatever you decided, some people would be unhappy.
4. What do you think it takes to be a successful principal? With that in mind, what do you feel you could do to enhance the quality of academic performance of the students?
5. Discuss a plan for providing instructional guidance to a teacher and the way you will determine the success of the instructional plan.
6. How do you work with a teacher who repeatedly sends students to the office?
7. How do you work with a parent who is upset or angry with a teacher?
8. How would you handle the role of disciplinarian?
9. How have you helped others develop intervention or behavior plans?
10. We can sometimes identify a small problem and fix it before it becomes a major problem. Give an example(s) of how you have done this.
11. Did your previous position include contacts with parents? In the past two years, approximately how many home visits and personal contacts have you made with parents? Describe the experiences.
12. Discuss your community involvement.
13. Tell of a time when you might have evaluated a teacher who was not performing up to expectations. Who, if anyone, did you tell or talk to about it? Did you take any steps to correct the teacher?
14. Discuss your working knowledge of a school budget and how you will distribute school funds.
15. During a classroom drop-in evaluation, what do you expect to see?

INTERVIEW FORM

NAME OF APPLICANT _____

Grade Level(s) _____ Subject Endorsement(s) _____

Circle appropriate descriptive item as it relates to the applicant as judged by interviewer.

Use of English	Excellent	Good	Average	Fair	Poor
Social Poise	Appealing	Good	Average	Fair	Ill at Ease
Personal Appearance (Dress)	Smart	Tasteful	Appropriate	Careless	Fair
Voice	Expressive	Pleasing	Average	Weak	Poor
Personality	Appealing	Good	Average	Fair	Poor
Professional Attitude	Excellent	Impressive	Noticeable	Indifferent	Mercenary
Enthusiasm of Teaching	Excellent	Good	Average	Fair	Poor
Competency in Academic Field	Excellent	Good	Average	Fair	Poor
Physical Vitality (Health)	Dynamic	Good	Average	Fair	Lifeless
Emotional Stability	Superior	Very Keen	Average	Uncertain	Fair
Probable Success as a Teacher	Excellent	Good	Average	Fair	Poor

Comments: _____

General Recommendation: Please circle the one statement that best describes your reaction to the prospective applicant as a potential teacher.

Excellent	Good	Average	Fair	Poor
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Name of Interviewer _____ Time _____ Date _____

Position or Title _____

Narrative Questions for Certified Applicants

Name: _____

In your opinion, what are the biggest challenges that teachers face today? As a teacher how would you assist in the solutions to these challenges?

Narrative Questions for Certified Applicants

Name: _____

Describe a successful classroom and the components that make the process differentiated for all students.

Principal One-On-One Monthly

FORREST COUNTY SCHOOL DISTRICT



• EMBRACE • CHALLENGE • GROW

Principal One-on-One 2016-17

South Forrest School – FORREST COUNTY SCHOOL DISTRICT

School Year 2016-17

Accountability Letter Grade: _____

Differentiated Accountability Performance: Meeting / Not Meeting AMOs

(if required this year)

School Year 2015-16 Grade _____

Current State Assessment

Grade			
Total Points:	READING	MATHEMATICS	SCIENCE
PROFICIENCY			
GROWTH ALL STUDENTS			PARTICIPATION RATE ↓
GROWTH LOW 25%			

0-20%ile	21-40%ile	41-60%ile	61-80%ile	81-100%ile
The colors above indicate in which quintile the individual component is in compared to other schools in the MS Statewide Accountability System.				

Teacher Attendance 2015-2016 _____% Goal 2016-17 _____

Total absences below

****List all teachers with days missed for 2016-17. Rank Order Tab 2 (excludes Professional Days)***

Aug 2016	Sept 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017
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Student ADA 2015-2016 _____% Goal 2016-2017 _____% Total Number of Absences below *Provide a top 25 list of students with absences. Rank Order Tab 3									
Aug 2016	Sept 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017

Discipline 2015-2016 Total Referrals ____ Bus ____ Days in ISS ____ Days in OSS ____ Alt School ____ Expulsions ____ *List Discipline Goals for 2016-2017 Tab 4(Print top monthly offenders from schoolstatus and bring to meeting)(List top 5 teachers with most discipline each Month)						
Aug 2016	Total Referrals	Bus	Days In Iss	Days in Oss	Alt School	Expulsions
Sept 2016	Total Referrals	Bus	Days In Iss	Days in Oss	Alt School	Expulsions
Oct 2016	Total Referrals	Bus	Days In Iss	Days in Oss	Alt School	Expulsions
Nov 2016	Total Referrals	Bus	Days In Iss	Days in Oss	Alt School	Expulsions
Dec 2016	Total Referrals	Bus	Days In Iss	Days in Oss	Alt School	Expulsions
Jan 2017	Total Referrals	Bus	Days In Iss	Days in Oss	Alt School	Expulsions
Feb 2017	Total Referrals	Bus	Days In Iss	Days in Oss	Alt School	Expulsions
Mar 2017	Total Referrals	Bus	Days In Iss	Days in Oss	Alt School	Expulsions
Apr 2017	Total Referrals	Bus	Days In Iss	Days in Oss	Alt School	Expulsions

May 2017	Total Referrals	Bus	Days In Iss	Days in Oss	Alt School	Expulsions
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Observations

**Each month provide a list of teachers with number/type of observations and evalu*

Aug 2016	Sept 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017
Total	Total	Total	Total	Total	Total	Total	Total	Total
Prin	Prin	Prin	Prin	Prin	Prin	Prin	Prin	Prin
AP	AP	AP	AP	AP	AP	AP	AP	AP
Other	Other	Other	Other	Other	Other	Other	Other	Other

Data Points ie: MKAS, STAR, NWEA/ELA, NWEA/MATH, ACT, US HISTORY, ENGLISH II, ALGEBRA I , BIOLOGY I, 5th Science, 8th Science, SuccessMaker, iReady, etc.

**Provide appropriate data from the list above. Tab 6*

Academic Goals 2016-17 (List Below)

Job Targets Total number of teachers _____

**Provide a list of teachers with job targets. Tab 7*

Aug 2016	Sept 2016	Oct 2016	Nov 2016	Dec 2016	Jan 2017	Feb 2017	Mar 2017	Apr 2017	May 2017

Improvement Plans Total number of teachers _____

9wks									
3 rd									
9wks									
4 th									
9wks									

***** (List all Tier 3 students on Tab 10 for 2nd and 3rd 9 weeks – Tab 10)**

CERTIFIED TEACHER

JOB TYPE: Certified Salary

QUALIFICATIONS: Valid Mississippi Teaching Certificate

REPORTS TO: Principal

JOB GOAL: To build long term capacity to ensure that every student is academically successful and to enhance student achievement

PERFORMANCE RESPONSIBILITIES:

1. Uses data from standardized tests, classroom grades, and Measures of Academic Progress (MAP), Dibels, Successmaker, ELS and MCT2 to identify academic at risk students in grades K-12 or demonstrates a deep understanding of the use and interpretation of summative, formative, screening, and diagnosing in identifying student needs
2. Collaborates with classroom teachers to analyze and interpret data to improve instruction
3. Reviews data to make instructional decisions to address student weaknesses
4. Implement flexible instructional groups, delivery, and interventions/remediation
5. Works closely to coordinate efforts of the instruction program to promote student success
6. Coordinating a classroom schedule to accommodate student instructional needs
7. Monitors student progress towards achieving instructional objectives and goals
8. Monitors student achievement records, progress and success
9. Incorporates the use of scientifically based instruction
10. Promote skillful implementation of selected core(State Frameworks/Common Core) and supplemental instructional material to students
11. Meet and communicate with Professional Learning Communities/Teams on a regular basis

INTERVIEW FORM

NAME OF APPLICANT _____

Grade Level(s) _____ Subject Endorsement(s) _____

Circle appropriate descriptive item as it relates to the applicant as judged by interviewer.

Use of English	Excellent	Good	Average	Fair	Poor
Social Poise	Appealing	Good	Average	Fair	Ill at Ease
Personal Appearance (Dress)	Smart	Tasteful	Appropriate	Careless	Fair
Voice	Expressive	Pleasing	Average	Weak	Poor
Personality	Appealing	Good	Average	Fair	Poor
Professional Attitude	Excellent	Impressive	Noticeable	Indifferent	Mercenary
Enthusiasm of Teaching	Excellent	Good	Average	Fair	Poor
Competency in Academic Field	Excellent	Good	Average	Fair	Poor
Physical Vitality (Health)	Dynamic	Good	Average	Fair	Lifeless
Emotional Stability	Superior	Very Keen	Average	Uncertain	Fair
Probable Success as a Teacher	Excellent	Good	Average	Fair	Poor

Comments: _____

General Recommendation: Please circle the one statement that best describes your reaction to the prospective applicant as a potential teacher.

Excellent	Good	Average	Fair	Poor
-----------	------	---------	------	------

Name of Interviewer _____ Time _____ Date _____

Position or Title _____

Professional Staff Interview Form

Applicant's Name _____

Position Interviewing For: _____ Date: _____

As an interviewer, please evaluate the applicant's potential in the above position. Use the attached rubric to award a single score based on the overall impression of the applicant's ability to be an effective teacher.

Strengths of the applicant:

Weaknesses of the applicant:

Additional comments:

Recommendation of the Interviewer:

Signature of the Interviewer: _____ Date _____

Interview Questions

Communication Skills:

1. Tell us about yourself and why you want this position.

Enthusiasm for Teaching:

2. When we come into your class, what type of teaching would we see?
3. How will you motivate your students?

Classroom Management:

4. Describe how you would promote high expectations for student achievement during instructional time?
5. How will you effectively manage your classroom and discipline?

Content Area Knowledge:

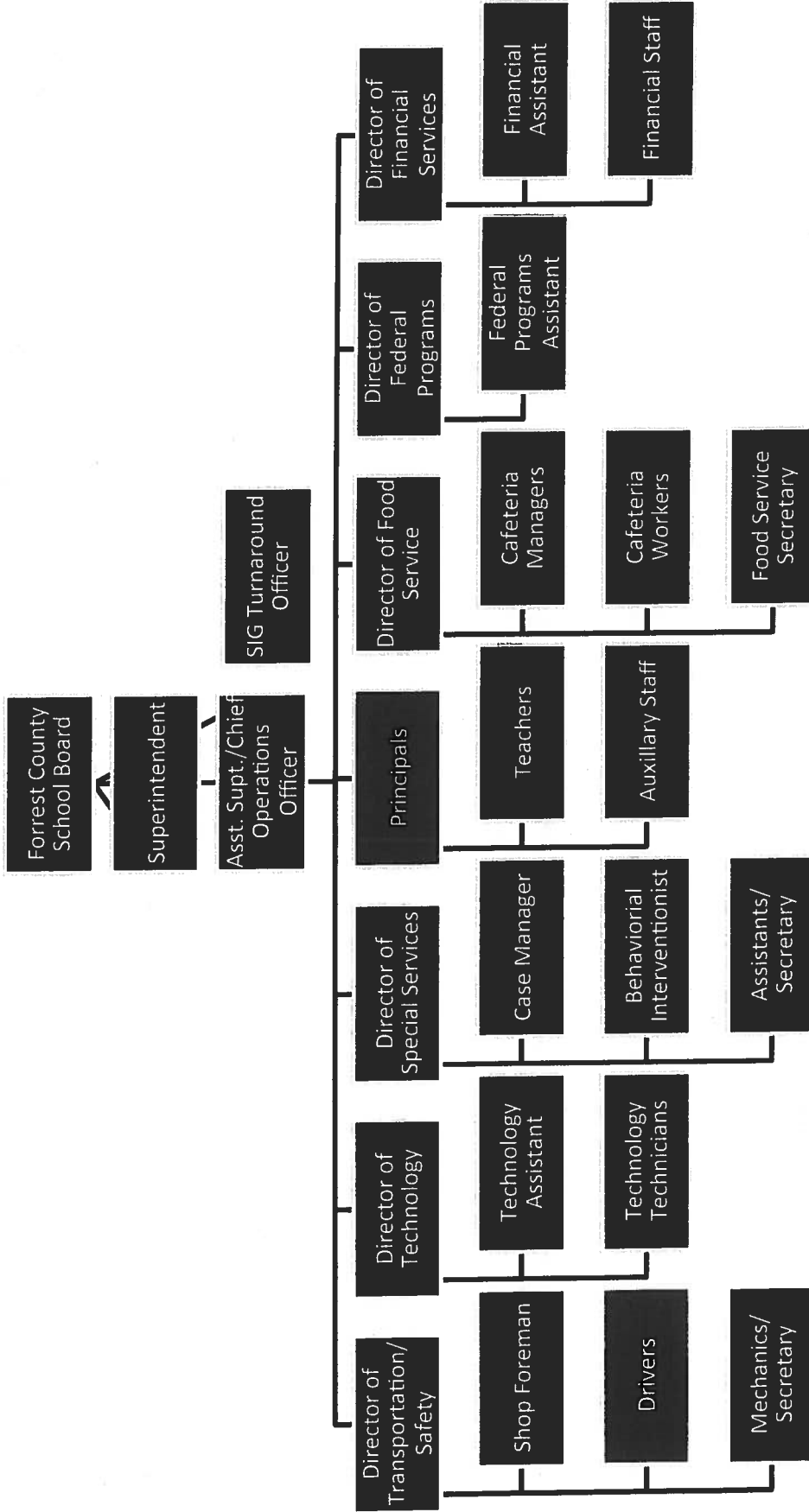
6. How familiar are you with common core state standards?
7. Why do we need to differentiate instruction? Give an example of differentiation in the classroom.
8. How would you use technology in your classroom?

Narrative Questions for Certified Applicants

Name: _____

How do you describe your teaching philosophy, and how will your instruction directly correlate with your philosophy?

Organizational Chart of the Forrest County School District



2017 DEC 15 PM 2 32

MISSISSIPPI DEPARTMENT OF EDUCATION
GRANT SIGNATURE SHEET
P. O. BOX 771
JACKSON, MISSISSIPPI 39205

1. Grantee's Name and Address
Forrest County School District
(Earl Travillion Attendance Center)
40 Forrest Street
Hattiesburg, MS 39401

2. Grantee's Contact Person and Telephone No. Mr. Brian Freeman, Superintendent 601-545-6045
3. CFDA No. 84.377
4. Title of Federal Program School Improvement Grant 1003(g)
5. Federal Award No. ES377A140025, ES377A150025, ES377A160025
6. Grant Beginning and Ending Dates Year 1 (SY17-18) Nov. 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021.

7. The following funds are obligated:

SY	GENERAL	FEDERAL/OTHER FUNDS	TOTAL
Year 1		\$521,490.00	\$521,490.00
Year 2		\$626,728.00	\$626,728.00
Year 3		\$636,812.00	\$636,812.00
Year 4		\$253,567.00	\$253,567.00
Grand Total		\$2,038,597.00	\$2,038,597.00

8. The grantee agrees to carry out tasks outlined in this grant in accordance with all provisions of this grant included herein. The following sections are attached and incorporated into this agreement:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Statement of Work | <input checked="" type="checkbox"/> Reporting Requirements |
| <input checked="" type="checkbox"/> Budget Summary | <input type="checkbox"/> Special Condition |
| <input checked="" type="checkbox"/> Budget Narrative | <input checked="" type="checkbox"/> Travel Policy |
| <input checked="" type="checkbox"/> Standard Terms and Conditions | <input type="checkbox"/> Other: _____ |

9. Approved for Mississippi Department of Education

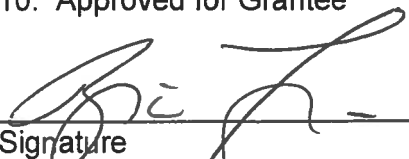
 12/15/17
Signature Date

Name: Kim S. Benton
Title: Chief Academic Officer

 12/20/2017
Signature Date

Name: Monique Corley
Title: Director, Office of Procurement

10. Approved for Grantee

 11/27/17
Signature Date

Name: Brian Freeman
Title: Superintendent

STANDARD TERMS AND CONDITIONS

Availability of Funds

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at anytime, not forthcoming or insufficient, either through the failure of the federal government to provide funds or of the State of Mississippi to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

Changes

This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through the Mississippi Department of Education grant modification procedures.

Independent Grantee

The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the Mississippi Department of Education.

Termination

The Mississippi Department of Education, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the Mississippi Department of Education shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The Mississippi Department of Education, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the Mississippi Department of Education and the grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the Mississippi Department of Education or the grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the grantee covered by the agreement, less payments of compensation previously made.

Access to Records

The grantee agrees that the Mississippi Department of Education, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of grantee related to grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five (5) years after final payment under this agreement, unless the Mississippi Department of Education authorized their earlier disposition. Grantee agrees to refund to the Mississippi Department of Education any overpayments

damaged, or destroyed to make up any deficiency between opening and closing inventories.

Assignment

Grantee shall not assign or subcontract in whole or in part, its rights of obligations under this agreement without prior written consent of the Mississippi Department of Education. Any attempted assignment without said consent will be void and of no effect.

Property, Equipment and Supplies

Property, equipment and supplies purchased, in whole or in part, with funds provided under this agreement shall be procured, accounted for and disposed of in accordance with applicable State and Federal laws and regulations. Title to any equipment and supplies purchased under this agreement shall be vested in the grantee. In addition, please note that the intent of the program is to ensure that materials are purchased for the teachers' use during professional development, as well as upon their return to the school district. Property, equipment and supplies are not to be purchased for school districts.

Prior to commencement of services under this agreement, the grantee shall provide the MS Department of Education with a Performance Bond in the Amount of this agreement, which bond shall be maintained for the prompt and faithful performance of all the grantee's obligations under this agreement by a surety or sureties that are acceptable to the MS Department of Education.

Mississippi Ethics

It is the responsibility of the grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the grantee.

BUDGET NARRATIVE

The Mississippi Department of Education will pay Forrest County School District an amount not to exceed \$2,038,597.00 using the breakdown of expenses below. Travel expenses will be documented in accordance with the attached travel policy.



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2017 03 15 PM 2 32

FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
FOUR YEAR BUDGET SUMMARY

DISTRICT NAME	Forrest County School District	DISTRICT NUMBER	1800	SCHOOL CODE	036
NCES LEA ID	2801490	NCES SCHOOL ID	2801490-00221	SUPERINTENDENT'S NAME	Brian Freeman
SIG 1003(G) PROGRAM CONTACT	Brian Freeman	ADDRESS	40 Forrest St. Hattiesburg, MS 39401		
EMAIL ADDRESS	btfreeman@forrest.k12.ms.us	TELEPHONE NUMBER	601-545-6045	FAX NUMBER	601-545-6054
MODEL SELECTION	Transformation				

Directions:
LEA Budget Amounts Years 1, 2, and 3 = provide the total of Attachment (Implementation Budget), based on projected costs
LEA Budget Amounts Year 4 (Sustainability Activities) = provide the total amount of Attachment (Sustainability Budget), cannot exceed 50% of the amount of Year 1

School Name	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Four-Year Total
	Implementation	Implementation	Implementation	Sustainability Activities	
Earl Travillion	521,490	626,728	636,812	253,567	2,038,597

Date 12/14/17

Spive Carroll
MDE - Director of Fiscal Grants Management

Date 12/15/17

Shay Pollock
MDE - Director of School Improvement

- Initial Budget
- Revised Initial Budget
- Priority
- Amendment (No. _____)
- LEA Sustainability Budget
- Focus
- LEA Comprehensive Planning Budget
- LEA Comprehensive Full Implementation Budget (Year _____)



FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)
1003(G)
LEA FEDERAL BUDGET SUMMARY**
Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

FISCAL YEAR FY18	DISTRICT NUMBER 1800	SCHOOL CODE 036	NCS LEA ID 2801490	NCS SCHOOL ID 280149000221
DISTRICT NAME Forrest County			SCHOOL NAME Earl Travillion Attendance Center	
ADDRESS 40 Forrest St. Hattiesburg, MS 39401		SIG 1003(G) PROGRAM CONTACT Brian Freeman		
EMAIL ADDRESS bfreeman@forrest.k12.ms.us		SUPERINTENDENT NAME Brian Freeman		
		TELEPHONE NUMBER 601-545-6045		
		FAX NUMBER 601-545-6054		

PROGRAM APPROVAL DATE & INITIALS	
12/14/17	<i>[Signature]</i>
TOTAL FUNDS	2038,597
CARRYOVER FUNDS	
CURRENT FUNDS	521,490.00
BEGIN DATE	11/1/17
END DATE	9/30/21

Directions: Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs					5000		17200	3000	\$ 49,305
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs	225150	54036				5000			\$ 284,186
7	1270	Remediation Extended School Year									\$ 0
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs			4900						\$ 4,900
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	63000	15120	65250			6717			\$ 143,370
16	2220 - 2229	Educational Media Services									\$ 6,717
17	2330	Special Area Administration									\$ 0
18	2710 - 2799	Student Transportation Services		15200							\$ 18,848
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 0
22	Total Budget		\$ 303,350	\$ 72,804	\$ 70,150	\$ 0	\$ 5,000	\$ 35,822	\$ 17,200	\$ 3,000	\$ 521,490

Enter Indirect Cost Transfer Amount in the Total Column ONLY

Date 12/14/17 *[Signature]* MDE - Director of Fiscal Grants Management Date 12/5/17 *[Signature]* MDE Director of School Improvement

- School Planning Budget
 School Full Implementation Budget (Year 1)
 School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(G)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME Forrest County	SCHOOL NAME Earl Travillion	DISTRICT CODE 1800
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Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMID>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" - Function Total.

FUNCTION NUMBER <i>(only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES	EMPLOYEE BENEFITS	PURCHASED PROFESSIONAL & TECHNICAL SERVICES	PURCHASED PROPERTY SERVICES	OTHER PURCHASED SERVICES	SUPPLIES	PROPERTY	OTHER OBJECTS	TOTALS	Align with Pg of Plan (13)
		(3) (Obj. 100s)	(4) (Obj. 200s)	(5) (Obj. 300s)	(6) (Obj. 400s)	(7) (Obj. 500s)	(8) (Obj. 600s)	(9) (Obj. 700s)	(11) (Obj. 800s)		
1120	Travel and hotel reimbursements for travel to conferences and trainings such as NSTA, Making Connections, NCTM, IRA, and ASCD.					5,000				\$ 5,000	50, 147
1120	Supplemental resource materials for reading and math in sufficient quantity so each child has his/her own copy. (\$13,017) Science hands-on kits and supplemental materials for grades 5 and 8. (\$11,088) (See pages 37-39, 88-90, 95-96, 98, 101-103, 110)						24,105			\$ 24,105	37-39, 88-90, 95-96, 98, 101-103, 110-113
1120	Registrations for conferences and trainings such as NSTA, Making Connections, NCTM, IRA, and ASCD								3,000	\$ 3,000	50, 47
1120	Laptops for students needed to work one-to-one during extended day programming. 60 x \$250 = \$15,000 Notebook carts to house and protect notebooks. 3 x \$550 = \$2,200 (See pages 37-39, 95-96, 98, 100-102)							17,200		\$ 17,200	37-39 95-96, 98, 100- 102
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 24,105	\$ 17,200	\$ 3,000	\$ 49,305	
										\$ 0	
										\$ 0	

- School Planning Budget
- School Full Implementation Budget (Year 1)
- School Sustainability Budget



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FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(G)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME
Forrest County

SCHOOL NAME
Earl Travillion

DISTRICT CODE
1800

Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdekl2.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" - Function Total.

FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 1000)	(Obj. 2000)	(Obj. 3000)	(Obj. 4000)	(Obj. 5000)	(Obj. 6000)	(Obj. 7000)	(Obj. 8000)		
1260	Teacher Salaries and benefits 29 teachers x 95 days x 2 hours x \$35 an hour x 24% (239,134.) Administrative salary and benefits 2 admin x 95 days x 2 hours x \$40 an hour x 24%(18,848)	208,050	49,932							\$ 257,982	96
1260	Teacher Assistant salaries and benefits 5 x 95 days x 2 hours x \$15 x 24% (\$17,670) Custodian salary and benefits 1 x 95 days x 2 hours x \$15 x 24% (\$3,534) Non-certified staff will be paid time and a half for the hours worked in the program.	17,100	4,104							\$ 21,204	96
1260	1644673 - 5th Grade Science package \$2610 1644751 - 8th Grade Science Package \$716.30 1646719 - 8th Grade Science package \$208.00 Notebook, headphones (60) \$1079.40 Possible Shipping cost or instructional materials \$395.30 (Total: 5000)						5,000			\$ 5,000	99
FUNCTION TOTAL		\$ 225,150	\$ 54,036	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 0	\$ 0	\$ 284,186	

- School Planning Budget
- School Full Implementation Budget (Year 1)
- School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(B)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME Forrest County	SCHOOL NAME Earl Travillion	DISTRICT CODE 1800
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Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMID> . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER <i>(only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Turnaround Officer salary and benefits - salaried position Corresponding page numbers are pages 28, 30, 31, and 36. All numbers would not fit in text box.	45,000	10,800							\$ 55,800	28, 30, 31
2210	External Consultants Science: 15 days x 1450 (\$21,750) Data Analysis and Instructional Planning : 10 days x 1450 (\$14,500) ELA: 10 days x 1450 (\$14,500) Math: 10 days x 1450 (\$14,500)			65,250						\$ 65,250	147
2210	Teacher/Admin Incentives Meet Proficiency Goal: 10 (3-8 tchrs) x \$500 = \$5,000 Meet Growth Goal: 10 (3-8 tchrs) x \$500 = \$5,000 Grow school letter grade: All faculty & staff (40) x \$200 = \$8,000 Benefits on \$18,000 x 24% = 4,320	18,000	4,320							\$ 22,320	60, 123
FUNCTION TOTAL		\$ 63,000	\$ 15,120	\$ 65,250	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 143,370	

- Initial Budget
- Revised Initial Budget
- Priority
- Amendment (No. _____)
- LEA Sustainability Budget
- Focus
- LEA Comprehensive Planning Budget
- LEA Comprehensive Full Implementation Budget (Year 3)



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SCHOOL IMPROVEMENT GRANT (SIG)
1003(G)
LEA FEDERAL BUDGET SUMMARY
Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

FISCAL YEAR FY20	DISTRICT NUMBER 1800	SCHOOL CODE 036	NCS LEA ID 2801490	NCS SCHOOL ID 280149000221
DISTRICT NAME Forrest County			SCHOOL NAME Earl Travillion Attendance Center	
ADDRESS 40 Forrest St. Hattiesburg, MS 39401			SIG 1003(G) PROGRAM CONTACT Brian Freeman	
EMAIL ADDRESS bfreeman@forrest.k12.ms.us			TELEPHONE NUMBER 601-545-6045	
			FAX NUMBER 601-545-6054	

Directions: Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mde.k12.ms.us/OS/FS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)	
											(Obj: 100s)
1	1105	Pre-Kindergarten Programs								\$0	
2	1110	Kindergarten Programs								\$0	
3	1120	Elementary Programs								\$0	
4	1130	Middle-Junior High Programs				5000	19389		3000	\$27,389	
5	1140	High School Programs								\$0	
6	1260	After School Programs	360193	85072			5000			\$450,265	
7	1270	Remediation Extended School Year								\$0	
8	1300 - 1390	Adult/Continuing Education								\$0	
9	1410 - 1420	Summer School Programs			4900					\$4,900	
10	1930 - 1990	Other Instructional Programs								\$0	
11	2110 - 2119	Attendance & Social Work Services								\$0	
12	2120 - 2129	Guidance Services								\$0	
13	2130 - 2139	Health Services								\$0	
14	2190	Other Support Services - Students								\$0	
15	2210 - 2290	Improvement of Instruction	63000	15120	21750					\$99,870	
16	2220 - 2229	Educational Media Services					6717			\$6,717	
17	2330	Special Area Administration								\$0	
18	2710 - 2799	Student Transportation Services	24020	5765						\$29,785	
19	2800 - 2899	Central Support Services (Tech)								\$0	
20	3900 - 3999	Other Non-Instructional Support								\$0	
21	7110	Indirect Costs Transfer Out								\$17,886	
22	Total Budget		\$447,213	\$105,957	\$26,650	\$0	\$5,000	\$31,106	\$0	\$3,000	\$636,812
			Enter Indirect Cost Transfer Amount in the Total Column ONLY								

MDE USE ONLY	
PROGRAM APPROVAL DATE & INITIALS	12/14/17 [Signature]
TOTAL FUNDS	2,038,597
CARRYOVER FUNDS	636,812.00
CURRENT FUNDS	
BEGIN DATE	11/1/17
END DATE	9/30/21

Date: 12/14/17 MDE - Director of Fiscal Grants Management: [Signature]
Date: 12/15/17 MDE - Director of School Improvement: [Signature]

- School Planning Budget
- School Full Implementation Budget (Year 3 ____)
- School Sustainability Budget



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FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)

SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME

Forest County

SCHOOL NAME

Earl Travillion

DISTRICT CODE

1800

Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. **Complete one page per Function Number for your school's budget.** The Function Total on this page should agree with the "LEA Federal Budget Summary" - Function Total.

FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 1004)	(Obj. 2004)	(Obj. 3004)	(Obj. 4004)	(Obj. 5004)	(Obj. 6004)	(Obj. 7004)	(Obj. 8004)		
1120	Travel and hotel reimbursements for travel to conferences and training such as NSTA, Making Connections, NCTM, IRA, ASCD, and Stern National Conference					5,000				\$ 5,000	50,147
1120	Supplemental resource materials for reading and math in sufficient quantity so each child has his/her own copy. (\$13,017) Science supplies to replenish kits (6,372)						19,389			\$ 19,389	89-93, 98, 101-113
1120	Registrations for conferences and trainings such as NSTA, Making Connections, NTCM, IRA, ASCD and Stern National Conference.								3,000	\$ 3,000	50,47
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
	FUNCTION TOTAL	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 19,389	\$ 0	\$ 3,000	\$ 27,389	

- School Planning Budget
- School Full Implementation Budget (Year 3 _____)
- School Sustainability Budget



MISSISSIPPI
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EDUCATION

FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(B)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME: **Forrest County** SCHOOL NAME: **Earl Travillion** DISTRICT CODE: **1800**

Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdekl2.org/OSRS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. **Complete one page per Function Number for your school's budget.** The Function Total on this page should agree with the "LEA Federal Budget Summary" - Function Total.

FUNCTION NUMBER (Only use one function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 1004)	(Obj. 2005)	(Obj. 3006)	(Obj. 4003)	(Obj. 5009)	(Obj. 6003)	(Obj. 7005)	(Obj. 8005)		
1260	Teacher Salaries and benefits 28 teachers x 143 days x 2 hours x \$35 an hour x 24% (\$359,858.60) + 3 Sal sessions @ 28 X 3 days X 4 hours X \$35 hr x 24% (\$15,103.20) Administrative salary and benefits 2 admin x 143 days x 2 hours x \$40 an hour x 24% (28,371.20) + 3 Sal sessions @ 2 x 3 days x 4 hours x \$35 hr x 24% (\$1,190.40)	326,310	78,314							\$ 404,624	96
1260	Teacher Assistant salaries and benefits 5 x 143 days x 2 hours x \$15 x 24% (\$27,927.00) + 3 Sal sessions @ 5 x 3 x 4 x 15.75 x 24% (9,189.00) Custodian salary and benefits 1 x 95 days x 2 hours x \$15 x 24% (\$5,585.50) + 3 Sal sessions @ 1 x 3 x 4 x 15.75 x 24% (692.80) Noncertified staff will be paid time and a half for the hours worked in the program. Average salary used.	33,883	6,758							\$ 40,641	96
1260	1644673 - 8th Grade Science package \$2610 1644713 - 8th grade Science Books \$208 1644752 - 8th grade Science Books \$716.30 1646713 - 8th grade Science Books \$208 Notebook (replacement) Headphones (50) \$889.50 Possible Shipping cost for instructional materials \$368.20 (Total: 5,000.00)						5,000			\$ 5,000	99
FUNCTION TOTAL		\$ 360,193	\$ 85,072	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 0	\$ 0	\$ 450,265	

- School Planning Budget
- School Full Implementation Budget (Year 3 _____)
- School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME: **Forrest County** SCHOOL NAME: **Earl Travillion** DISTRICT CODE: **1800**

Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. **Complete one page per Function Number for your school's budget.** The Function Total on this page should agree with the "LEA Federal Budget Summary" - Function Total.

FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 900s)		
2210	Turnaround Officer Salary and benefits - salaried employee	45,000	10,800							\$ 55,800	28,30,31
2210	External Consultants Science (5 days x 1450 = 7,250) Data Analysis and Instructional Planning (10 x 1450 = 14,500)			21,750						\$ 21,750	147
2210	Teacher/Admin Incentives Meet Proficiency Goal: 10 (3-8 tchrs) x \$500 = \$5,000 Meet Growth Goal: 10 (3-8 tchrs) x \$500 = \$5,000 Grow school letter grade: All faculty & staff (40) x \$200 = \$8,000 Benefits on \$18,000 x 24% = 4,320	18,000	4,320							\$ 22,320	60,123
FUNCTION TOTAL		\$ 63,000	\$ 15,120	\$ 21,750	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 99,870	

- Initial Budget
- Amendment (No. _____)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Budget (Year 2)
- Priority
- Focus



FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)
1003(G)**

LEA FEDERAL BUDGET SUMMARY
Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

FISCAL YEAR FY19	DISTRICT NUMBER 1800	SCHOOL CODE 036	NCS LEA ID 2801490	NCS SCHOOL ID 280149000221
DISTRICT NAME Forrest County			SCHOOL NAME Earl Travillion Attendance Center	
ADDRESS 40 Forrest St. Hattiesburg, MS 39401			SIG 1003(G) PROGRAM CONTACT Brian Freeman	
EMAIL ADDRESS bfreeman@forrest.k12.ms.us			SUPERINTENDENT NAME Brian Freeman	
			TELEPHONE NUMBER 601-545-6045	
			FAX NUMBER 601-545-6054	

PROGRAM APPROVAL DATE & INITIALS			
12/14/17 <i>SK</i>			
TOTAL FUNDS 12,038,597			
CARRYOVER FUNDS			
CURRENT FUNDS			
BEGIN DATE	11/1/17	END DATE	9/30/21
4626728.00			

Directions: Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs					5000			3000	\$ 27,389
5	1140	High School Programs									\$ 0
6	1260	After School Programs	340197	81648				5000			\$ 426,845
7	1270	Remediation Extended School Year									\$ 0
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs			4900						\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 4,900
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction		63000		43500					\$ 121,620
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration									\$ 0
18	2710 - 2799	Student Transportation Services		22880							\$ 28,371
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 17,603
22	Total Budget		\$ 426,077	\$ 102,259	\$ 48,400	\$ 0	\$ 5,000	\$ 24,389	\$ 0	\$ 3,000	\$ 626,728

Enter Indirect Cost Transfer Amount in the Total Column ONLY

Date 12/14/17 *Shirley Campbell*
 MDE - Director of Fiscal Grants Management

Date 12/15/17 *Shirley Campbell*
 MDE - Director of School Improvement

- School Planning Budget
 School Full Implementation Budget (Year 2)
 School Sustainability Budget



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)

SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME
Forrest County

SCHOOL NAME
Earl Travillion

DISTRICT CODE
1800

Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.ndek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. **Complete one page per Function Number for your school's budget.** The Function Total on this page should agree with the "LEA Federal Budget Summary" - Function Total.

FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)											TOTALS (12)	Align with Pg of Plan (13)		
		SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)						
1120	Travel and hotel reimbursements for travel to conferences and training such as NSTA, Making Connections, NCTM, IRA, ASCD, and Stern National Conference					5,000								50,147	\$ 5,000
1120	Supplemental resource materials for reading and math in sufficient quantity so each child has his/her own copy. (\$13,017) Science supplies to replenish kits (6,372)									19,389				89-90 98 101- 113	\$ 19,389
1120	Registrations for conferences and trainings such as NSTA, Making Connections, NTCM, IRA, ASCD, and Stern National Conference.											3,000		50, 47	\$ 3,000
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 19,389	\$ 0	\$ 3,000	\$ 27,389					

- School Planning Budget
- School Full Implementation Budget (Year 2)
- School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(B)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

DISTRICT NAME Forrest County	SCHOOL NAME Earl Travillion	DISTRICT CODE 1800
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Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mde.k12.org/OSEFS/AMID>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" - Function Total.

FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1260	Teacher Salaries and benefits 29 teachers x 143 days x 2 hours x \$35 an hour x 24% (\$359,960) Administrative salary and benefits 2 admin x143 days x 2 hours x \$40 an hour x 24%(28,371)	313,170	75,161							\$ 388,331	96
1260	Teacher Assistant salaries and benefits 5 x 143 days x 2 hours x \$15 x 24% (\$27,927.90) Custodian salary and benefits 1 x 95 days x 2 hours x \$15 x 24% (\$5,595.59) Non-certified staff will be paid time and a half for the hours worked in the program.	27,027	6,487							\$ 33,514	96
1260	1644760 - 8th Grade science books \$716.30 1445262 - 8th grade Science books \$493.10 1644755 - 8th Grade Science Books \$716.30 Notebook headphones (75) \$1334.25 Ink for Data Wall Printer (2) \$1198 Possible Shipping cost or instructional materials \$275 (Total 5,000.00)						5,000			\$ 5,000	99
FUNCTION TOTAL		\$ 340,197	\$ 81,648	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 0	\$ 0	\$ 426,845	

- School Planning Budget
- School Full Implementation Budget (Year 2)
- School Sustainability Budget



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FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME
Forrest County

SCHOOL NAME
Earl Travillion

DISTRICT CODE
1800

Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" - Function Total.

FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Turnaround Officer Salary and benefits - salaried employee	45,000	10,800							\$ 55,800	28,30,31
2210	External Consultants Science 10 days x 1450 (14,500) Data Analysis and Instructional Planning 20 days x 1450 (29,000)			43,500						\$ 43,500	147
2210	Teacher/Admin Incentives Meal Proficiency Goal: 10 (3-8 tchrs) x \$500 = \$5,000 Meal Growth Goal: 10 (3-8 tchrs) x \$500 = \$5000 Grow school letter grade: All faculty & staff (40) x \$200 = \$8000 Benefits on \$18,000 x 24% = 4,320	18,000	4,320							\$ 22,320	60,123
FUNCTION TOTAL		\$ 63,000	\$ 15,120	\$ 43,500	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 121,620	

- Initial Budget
- Amendment (No. _____)
- LEA Comprehensive Planning Budget
- Revised Initial Budget
- LEA Sustainability Budget
- LEA Comprehensive Full Implementation Budget (Year 4)
- Priority
- Focus



**SCHOOL IMPROVEMENT GRANT (SIG)
1003(G)**

LEA FEDERAL BUDGET SUMMARY
Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

FISCAL YEAR FY21	DISTRICT NUMBER 1800	SCHOOL CODE 036	NCES LEA ID 2801490	NCES SCHOOL ID 280149000221
DISTRICT NAME Forrest County		SCHOOL NAME Earl Travillion Attendance Center		
ADDRESS 40 Forrest St. Hattiesburg, MS 39401		SIG 1003(G) PROGRAM CONTACT Brian Freeman		
EMAIL ADDRESS bfreeman@forrest.k12.ms.us		SUPERINTENDENT NAME Brian Freeman		
TELEPHONE NUMBER 601-545-6045		FAX NUMBER 601-545-6054		

Directions: Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mde.k12.org/OSFS/AMD>.
Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs	181610	43586							\$ 225,196
7	1270	Remediation Extended School Year									\$ 0
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction									\$ 0
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration									\$ 0
18	2710 - 2799	Student Transportation Services	22860	5491							\$ 28,371
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs - Transfer Out									\$ 0
22	Total Budget		\$ 204,490	\$ 49,077	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 253,567

Enter Indirect Cost Transfer Amount in the Total Column ONLY

PROGRAM APPROVAL DATE & INITIALS	
12/14/17	SSA
TOTAL FUNDS	8038,597
CARRYOVER FUNDS	
CURRENT FUNDS	8253,507
BEGIN DATE	11/1/17
END DATE	9/30/17

Date 01/17/17
Shirley Campbell
MDE - Director of Fiscal Grants Management

Date 12/15/17
Shirley Campbell
MDE - Director of School Improvement

