

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

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

**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](mailto: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: 5411

ADDRESS: 470 Hwy. 51 North Sardis, MS 38666

PHONE NUMBER: 662.487.2305

Yes, my eligible school(s) will apply. *Please provide name of eligible school(s).* Crenshaw Elementary and North Panola Jr. High

No, my eligible school(s) will **not** apply. *Please provide name of eligible school(s).* \_\_\_\_\_

If the response if no, please provide explanation: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

SUPERINTENDENT'S SIGNATURE: \_\_\_\_\_

BOARD PRESIDENT'S SIGNATURE: \_\_\_\_\_

DATE OF SUBMISSION: August 22, 2017

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

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

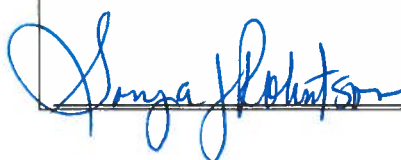
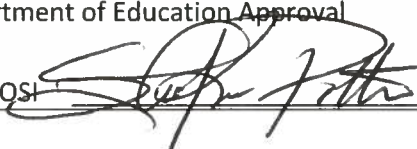
Fax to: **Dr. Sonja Robertson**  
**Office of School Improvement**  
**601-576-2180**

E-mail to: [SIG@mde.k12.ms.us](mailto:SIG@mde.k12.ms.us)

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



# COVER PAGE

<b>District Name:</b> North Panola School District <b>District State Code:</b> 5411 <b>District NCES Identification Code:</b> 2803212			
<b>Address: 470 Highway 51 North, Sardis, MS 38666</b>			
<b>District Contact: Dr. Wilner Bolden III</b>		<b>Phone: (662) 487-2305</b>	
<b>Email: wbolden@northpanolaschools.org</b>		<b>Fax: (662) 487-2050</b>	
School(s) Served— Official School Name and School Code:	NCES Identification Code:	Intervention Model:	Total Allocation Request:
Crenshaw Elementary School	280321000633	Transformation	\$875,531.00
<b>LEA-Level Allocation Request</b>			
<b>TOTAL LEA REQUEST</b>			
<b>For MDE use only</b>		Date Received: <u>12/1/17</u>	
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 checked="" type="checkbox"/> Completed and attached. <input checked="" type="checkbox"/> 5 CDs or USB Flash Drives with saved PDF copy of completed proposal included and each one labeled. <input checked="" 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* <b>Include all pages 11-17</b>	<input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Checklist completed and attached. <input checked="" 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 checked="" 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 checked="" 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.



Cedric Richardson Cedric Richardson 8/22/17  
Superintendent (Typed Name, and Signature) Date

Verna L. Hunter Verna L. Hunter 8/22/17  
LEA Board President (Typed Name, and Signature) Date

Wilmer Bolden Wilmer Bolden 8/22/17  
Federal Programs Coordinator (Typed Name, and Signature) Date

Levette Upshaw Levette Upshaw 8/22/17  
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>
Crenshaw Elementary School	5411-028	2803212 - 280321000633	<i>Focus</i>	F	Transformation

#### 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.***

In March 2017, the North Panola School District received notification that one of its schools was identified as Priority. Immediately upon receipt of the designation, the superintendent, his leadership team, and the school board met to discuss the possibility of restructuring the school. A plan was presented to the community to bus second through fifth grade students to Como Elementary or Green Hill Elementary. After many community meetings, the school board eventually decided against the restructure.

The principal was replaced and an assistant principal position was created for the school. Additionally, district leadership proposed applying for the School Improvement Grant (SIG) for Crenshaw Elementary. As the team reached a consensus to pursue SIG funding, the district leadership team members developed a plan to engage the Board, staff, parents, and the community. This team determined to transition key district personnel to a subcommittee to serve as the District Implementation Team. The District Implementation team then

collaborated with the superintendent on a roll out of informational meetings to make the community and families aware of SIG, what it is, the intervention models, and the district's intent to apply. The building administrators met with school staff to discuss the opportunity and gather their input and support for this effort. The Superintendent held his first session with the North Panola School Board during its regularly scheduled meeting in July to appraise members and the public of the grant opportunity, answer questions they had regarding the opportunity, how Crenshaw Elementary qualified for the funding, and to get their input as well as consent to move forward in applying. After this meeting, the district implementation team devised a plan to garner buy in, collect input, and answer any questions the community had in relation to the grant opportunity as well as school improvement efforts.

The superintendent and a district implementation team member attended the MDE training sessions and shared with district and school staff upon return. Subsequent planning meetings have also been held and feedback was collected. The district implementation team studied the feedback gathered across the various meetings and used it as a foundation for structuring this application to meet the needs of the students, staff, and community of Crenshaw Elementary School.

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.

Cedric Richardson, Superintendent; Dr. Wilner Bolden III, Deputy Superintendent/Federal Programs Director; Rachel Williams, Principal; Michelle Prince, Assistant Principal/Lead Teacher; Micheal Britt, Director of Accreditation, Accountability, and Student Services; and Verda Taylor, Special Education Director.

#### **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)?

YES

NO

If the LEA marked "YES," please complete the chart below.

External Party	Role in Application Development

**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.

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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	Policy JBCCA – Assignment of Students – The school board of this district shall have the power and authority to designate the particular school or attendance center of the district in which the student shall attend. This policy does not create a barrier to reform.  Policy JBC – School Admission – The policy provides for residence verification ensuring that the students resides at a place of abode within the limits of the school district. This policy does not create a barrier to reform.	The policies do not create a barrier to reform; therefore, no amendment is necessary.  Note: Polices for the North Panola School District were revised in 2010 to eliminate any barriers that would impede the implementation of the Transformation Intervention model.	N/A
<u>Time:</u> ✓ School year ✓ School calendar ✓ Extended school year/ summer school ✓ School day ✓ Student arrival and departure	Policy AE – School Year (Academic Year) – “Minimum school term” shall mean at least 180 days of school in which both teachers and pupils are in regular attendance for scheduled classroom instruction for not less than 60% of the normal school day. This policy does not create a barrier to reform.  Policy AEA – School Calendar – The minimum school term shall be at least 180 days of school in which both teachers and pupils are in regular attendance for scheduled classroom instruction for not less than 63% of the instructional day, as defined by the school board for	The policies do not create a barrier to reform; therefore, no amendment is necessary.  Note: Polices for the North Panola School District were revised in 2010 to eliminate any barriers that would impede the implementation of the Transformation Intervention model.	N/A

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>
<p>time</p> <p>✓ Administrative personnel time schedules</p> <p>✓ Instructional personnel time schedules</p>	<p>each school in the district. This policy does not create a barrier to reform.</p> <p>Policy IDCA and Policy AEBA – Extended School Year/Summer School – This school board shall maintain and operate all of the schools under its control for such length of time during the year as may be required. This policy does not create a barrier to reform.</p> <p>Policy AF – School Day – It shall be the policy of this school district to provide sufficient instructional time to give students the opportunity to master specific learning objectives at all instructional levels. The number of hours of actual teaching which shall constitute a school day shall be determined and fixed by the school board of this school district at not less than 5-1/2 hours. This policy does not constitute a barrier to reform.</p> <p>The students arrival and departure time is determined by the actual schedules at each school. For the 2017-2018 school year the actual class schedule for Crenshaw Elementary School will begin at 7:30 a.m. and conclude at 2:36. Therefore, arrival times for students will be from 6:55 a.m. until 7:05 a.m. and the departure times will be from 2:36 p.m. until 2:41 p.m. This policy does not create a barrier to reform.</p> <p>Policy CGPB – Principals and other [professional employees shall be on duty the number of days shown on the face of their current employment contract less and accept those days granted by the board for illness, personal business, earned vacations and emergencies. This policy does not create a barrier to reform.</p> <p>Policy GBRB – Professional Personnel Time Schedule (Length of Day) – The work day shall be set within the legal parameters with consideration of the instruction</p>		

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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>
	<p>and activity schedules established by the principals. Except when carrying out assignments of the principal, teachers are expected to remain at school or on duty during the designated hours. It is expected that all teachers remain at school Monday – Thursday as follows:</p> <p>Elementary – 3:30 p.m. Secondary – 3:45 p.m.</p> <p>Time is provided at the end of each school day for instructional preparation, planning and conferences. Principals are expected to be on duty from 7:15 a.m. to 4:00 p.m. daily. This policy does not create a barrier to reform.</p>		
<p><u>Curriculum:</u></p> <ul style="list-style-type: none"> <li>✓ Curriculum development</li> <li>✓ Summer school programs</li> </ul>	<p>Policy IC – Curriculum Development – The school board directs the superintendent to provide a curriculum that meets the academic needs of all children in the school district. This policy does not create a barrier to reform.</p> <p>Policy ICB – Curriculum Development Planning – The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such program in the public schools as part of the State Program of Educational Accountability of Performance. The North Panola School District has elected to adopt the instructional program and management system provided by the state. This policy does not create a barrier to reform.</p> <p>Policy IDCA – Extended School Year/Summer School – The school board shall maintain and operate all of the schools under its control for such length of time during the year as may be required. This policy does not create a barrier to reform.</p>	<p>The policies do not create a barrier to reform; therefore, no amendment is necessary.</p> <p>Note: Policies for the North Panola School District were revised in 2010 to eliminate any barriers that would impede the implementation of the Transformation Intervention model.</p>	N/A
<u>Instruction:</u>	Policy ID – Instructional Program Management – The district shall maintain an Instructional Management	The policies do not create a barrier to reform; therefore, no amendment is necessary.	N/A

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"> <li>✓ Instructional programs</li> <li>✓ Multi-tiered system of supports</li> <li>✓ Class size</li> <li>✓ Grading</li> <li>✓ Assessment</li> <li>✓ Use of test results</li> <li>✓ Lesson plans</li> </ul>	<p>Plan/System that describes the instructional model, strategies, activities, and other efforts that the district takes in order to achieve instructional success with regard to state and federal accountability models. The document will outline the district’s efforts to strategically link curriculum, instruction, and assessment. Therefore, the district adheres to the Mississippi College and Career Readiness Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula. Consequently, the district shall adhere to all of the standards, competencies, and objectives found therein. Included in the instructional program is the 3-Tier Instructional model to ensure that behavioral and academic needs of every child are met. The model consists of three (3) tiers of instruction:</p> <ul style="list-style-type: none"> <li>• Tier 1: Quality classroom instruction based on the Mississippi College and Career Readiness Standards</li> <li>• Tier 2: Focused supplemental instruction</li> <li>• Tier 3: Intensive interventions specifically designed to meet the individual needs of the students</li> </ul> <p>This policy does not create a barrier to reform.</p> <p>Policy IEC – Class Size/Enrollment Requirements – The Board’s intent is to allocate staff in a manner that will be educationally sound, instructionally appropriate, an fiscally responsible. Conditions which impact class size decisions include, facility, or supply constraints; funding and financial crises; availability of licensed staff; curriculum and instructional considerations; and, student enrollment and demographics. This policy does not create a barrier to reform.</p>	<p>Note: Polices for the North Panola School District were revised in 2010 to eliminate any barriers that would impede the implementation of the Transformation Intervention model.</p>	



<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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>
	<p>Policy IHA – Grading System – Students must demonstrate mastery of content required for each grade/course. Content for courses in grades K-12 is determined by objectives listed in the Mississippi College and Career Readiness Standards and the Mississippi Curriculum Frameworks. The grading scale for all schools is as follows:</p> <p>A – 90-100</p> <p>B – 80-89</p> <p>C – 70-79</p> <p>D – 65-69</p> <p>F – Below 64</p> <p>All schools nine week averages will be calculated/weighted as follows:</p> <p>Daily grades – 40%</p> <p>Weekly tests – 30%</p> <p>Homework – 10%</p> <p>Nine Weeks Tests – 20%</p> <p>This policy does not create a barrier to reform.</p> <p>Policy II – Testing Program – The school board shall periodically assess students performance and achievement in each school. Such assessment programs must be based upon local goals and objectives which are compatible with the state’s plan for education and which supplement the minimum performance standards approved by the state board of education. Data from district testing programs shall be provided to the state department of education when such data is required in</p>		

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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>
	<p>order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects. This policy does not create a barrier to reform.</p> <p>Policy GBRB – Professional Personnel Time Schedule (Length of Work Day) – Time is provided at the end of each day for instructional planning and preparation. Teachers are required to plan lessons for instruction and submit lesson plans to their administrator weekly for review.</p>		
<p><u>Employment (Hiring):</u></p> <ul style="list-style-type: none"> <li>✓ Administrative personnel hiring</li> <li>✓ Teacher/other staff hiring</li> </ul>	<p>Policy CGD – Administrative Personnel Hiring – The school board shall have the power and authority to select all school district personnel in the manner prescribed by law, and to provide for such employee fringe benefit programs, including accident reimbursement plans, as may be deemed necessary and appropriate by law. The superintendent of the school district shall have the power, authority and duty to enter into contracts in the manner provided by law for each deputy and assistant superintendent, principal, and teacher of the public schools under his supervision, after such deputy superintendent, principal and teachers have been selected and approved in the manner provided by law. This policy does not create a barrier to reform.</p>	No changes needed	N/A
<p><u>Employment (Compensation):</u></p> <ul style="list-style-type: none"> <li>✓ Administrative and teacher compensation guides</li> <li>✓ Compensation</li> </ul>	<p>Policy CGA – Administrative Personnel Compensation Guides and Contracts – It is the policy of this board to pay its administrators at a level which will attract and hold people with administrative ability who can exercise professional leadership in the school system. This policy does not create a barrier to reform.</p> <p>Policy GBA – Professional Personnel Compensation Guides and Contracts – It is the policy of this school</p>	Note: The policy was revised when our high school received the SIG Grant in 2010, however, since AYP is no longer a part of the formula a revision will be necessary in reference to professional personnel compensation in regards to the SIG grant.	November/December 2017

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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"> <li>for advanced degrees</li> <li>✓ Compensation guides/ salary schedules</li> </ul>	<p>board to attempt to pay its licensed employees at a level which will attract an hold people with ability who can exercise professionalism in the school district.</p> <p>The school district shall process a single monthly payroll for licensed employees with electronic settlement of payroll checks secured through direct deposit of net pay. In December, salary or wages shall be paid by the last working day.</p> <p>Policy GBA-E – Teacher Salary Schedule – All teachers employed on a full-time basis shall be paid a minimum salary in accordance with the teacher salary schedule established by law in the Mississippi Code of 1972. The minimum salary for all classroom teachers may be increased by the district from any funds available to it</p>		
<u>Employment (Placement):</u> <ul style="list-style-type: none"> <li>✓ Administrative personnel assignment/ re-assignment</li> <li>✓ Teacher/other staff assignment</li> </ul>	<p>Policy CGE – Administrative Personnel Assignment and Policy GBE – Professional Assignment – The superintendent of schools shall have the power and authority to make assignments to the various schools in the district of all noninstructional and nonlicensed employees and all licensed employees, as provided in Sections 37-9-15 and 37-9-17, and to make assignments of such employees from time to time; however, a reassignment of a licensed employee may only be to an area in which the employee has a valid license issued by the State Department of Education. Upon request of from any employee transferred, such assignment shall be subject to review by the school board.</p>	No changes needed	N/A
<u>Employment (Career Ladder):</u> <ul style="list-style-type: none"> <li>✓ Administrative/</li> </ul>	<p>Policy CGJ – Administrative Personnel Promotions states that race, creed, national ancestry, age, religion, handicap, marital status, or sex shall not be considered in promotion. The process of administrative promotion</p>	The policies do not create a barrier to reform; therefore, no amendment is necessary.	N/A

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>
<p>supervisory personnel</p> <p>✓ Organization charts</p> <p>✓ Instructional personnel—others</p>	<p>shall be free from pressures considered detrimental to the best conduct of the schools.</p> <p>Policy CC – Organizational Charts – The effective operation of schools in the district requires an organizational structure, effective administrative leadership at every level of responsibility, decision-making at the point in the structure where the decision can most effectively be made, the communication between individuals affected by decisions made.</p> <p>Policy GBJ – Professional Personnel Promotions – Professional personnel shall be promoted on their own merit by the superintendent.</p> <p>Although all employees are encouraged to pursue advanced degrees and higher certifications there is no policy that addresses a career ladder for professional development.</p>	<p>Note: Polices for the North Panola School District were revised in 2010 to eliminate any barriers that would impede the implementation of the Transformation Intervention model.</p>	
<p><u>Employment (Evaluation):</u></p> <p>✓ Administrative personnel evaluation</p> <p>✓ Teacher/staff evaluation</p>	<p>Policy CGI – Administrative Personnel Evaluation – Administrative personnel shall be evaluated annually. As part of his/her duties the superintendent shall visit the schools of his/her district at his/her discretion, and require the deputy and assistant superintendents, principals and teachers thereof to perform their duties as prescribed by law. This policy does not create a barrier to reform.</p> <p>Policy GBI – Evaluation of Professional Employees – The evaluation of professional employees shall be in the form and manner prescribed by the State Department of Education. The school board of this district directs the superintendent to formulate and implement a formal annual performance appraisal system based on job</p>	<p>No changes needed</p>	<p>N/A</p>

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>
	descriptions and on-the-job performance of every professional employee. This policy does not create a barrier to reform.		
<u>Employment (Termination):</u> <ul style="list-style-type: none"> <li>✓ Personnel— suspension</li> <li>✓ Administrative personnel separation and dismissal</li> <li>✓ Teacher/ staff separation and dismissal</li> </ul>	<p>Policy GBK – Professional Personnel Suspension/Dismissal – If any licensed employee shall arbitrarily or willfully breach his or her contract and abandon his or her employment without being released there from as provided in Section 37-9-55, the contract of such shall be null and void. For incompetence, neglect of duty, immoral conduct, imtemperance, brutal treatment of a pupil or other good cause the superintendent of this school district may dismiss or suspend any licensed employee. This policy does not create a barrier to reform.</p> <p>Policy CGM – Admintrative Personnel Separation – It shall be the policy of this school district to provide the highest quality of education for the students enrolled in the schools of this district. In order to achieve this goal, it is recognized that it is necessary, from time to time, to release from future employment principals and other administrative personnel where their performance fails to meet the standards established by the State Department of Education and/or this board or where their services are no longer needed. This policy does not create a barrier to reform.</p> <p>Policy GBN – Professional Personnel Separation/Nonrenewal – It is recognized by this school district that it is necessary, from time to time, to release from future employment licensed personnel where their performance fails to meet the standards established by the State Department of Education and/or this board or where their services are no longer needed. It is the</p>	No changes needed to polices as they do not create a barrier to reform	N/A

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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>
	intent of this school district to establish procedures for providing professional educators with notice of the reasons for not offering him/her a renewal of his/her contract. This policy does not create a barrier to reform.		
<u>Professional Development:</u> ✓ Opportunities— all employees ✓ Administrative personnel professional development	<p>Policy GAD – Professional Staff Development – Any school district accredited at lowest performance level of accreditation standards shall include, as a part of any required corrective action plan, provisions to address staff development in accordance with State Board of Education requirements. All school districts, unless specifically exempt from this section, must maintain on file staff development plans as required under this section. The plan shall have been prepared by a district committee appointed by the district superintendent and consisting of teachers, administrators, school board members, and lay people, and it shall have been approved by the district superintendent. This policy does not create a barrier to reform.</p> <p>Policy CK – Administrative Personnel Professional Development – The school board recognizes its particular responsibility to provide the opportunity for the continual professional growth of its administrative staff. To this end, principals and other administrators may be granted leave by the superintendent, within budget considerations, to take part in such opportunities. All professional development opportunities for the administration shall be at least equal to those granted to other members of the professional staff. This policy does not create a barrier to reform.</p>	No changes needed to policies as they do not create a barrier to reform	N/A
<u>Student Climate:</u> ✓ Attendance	Policy JBD – Attendance, Tardiness and Excuses – The school board believes that good attendance, with a minimum of tardiness and absenteeism, is essential if	No changes needed	N/A

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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"> <li>✓ Truancy</li> <li>✓ Student involvement in decision-making</li> <li>✓ Student conduct</li> </ul>	<p>students are to gain maximum benefit from the school district’s instructional program. The school board thusly directs the superintendent to develop administrative regulations governing tardiness and absences (excused and non-excused). A full day attendance requires a student to be present 63% of his or her individual instructional day as fixed by the local board for each individual school. This policy does not create a barrier to reform.</p> <p>Policy JBAC – Truancy –A “truant” is a student who is absent without a valid excuse as identified in Policy JBA, Compulsory School Attendance. “truancy” also includes absence without permission from any class, study hall or school-related activity for which a student is scheduled during the day. Disciplinary action shall be taken against students who are truant. Continued truancy may lead to academic failure, placement in the alternative school program and/or suspension or expulsion from the regular and/or alternative school. Reports of truancy shall be made in accordance with the Mississippi Compulsory School Attendance Law. The policy does not create a barrier to reform.</p> <p>No policy exists for student involvement in decision-making but this does not create a barrier to reform.</p> <p>Policy JCA – Student Conduct – The administration of the North Panola School District is based on the theory that all students should be capable of conducting themselves in accordance with accepted standards of conduct. Every students is expected at all times to keep in mind that his/her conduct should not interfere with others, rather that it should be an example to others. The primary emphasis of this school system is to provide the best</p>		

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>
	<p>quality education for the boys and girls of the district. The school system feels strongly that a basic prerequisite for any successful instructional program is that a clear understanding of the operation is based upon the policies and resulting rules. Therefore, it is imperative that policies and resulting rules be understood and followed without exception.</p>		
<p><u>Family and Community Engagement:</u></p> <ul style="list-style-type: none"> <li>✓ School-community relations</li> <li>✓ Family involvement</li> <li>✓ Community involvement in decision-making</li> <li>✓ Federal programs procedure with complaint resolution</li> <li>✓ Visitors to schools</li> </ul>	<p>Policy GAC – Staff Decision Making/Staff Community Relations – The board directs the superintendent to establish mechanisms which solicit regular input of community, students and staff regarding policies, procedures, programs and operations of local districts. Such input will be considered for incorporation in the district’s educational plan, school board policies and district operational procedures. The board may request a summary of community input.</p> <p>Policy LA – Parental Involvement – The school board reaffirms the school district’s strong commitment to the role of parents in their children’s education and to effective, comprehensive parental involvement. In this policy, a parent is intended to include parents, guardians, and other family members involved in supervising the child’s schooling. Parental/family involvement in a child’s learning is a critical link to achieve academic success and to promote a safe and disciplined learning environment. The policy contains Strategies for Parent/Family Involvement; Role of Local Schools and Role of Central Office Staff.</p> <p>Policy KCB – Community Involvement in Decision-making – Community participation in the affairs of the schools is an important facet of achieving improved quality of</p>	<p>The policies do not create a barrier to reform; therefore, no amendment is necessary.</p> <p>Note: Polices for the North Panola School District were revised in 2010 to eliminate any barriers that would impede the implementation of the Transformation Intervention model.</p>	<p>N/A</p>



<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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>
	<p>education for the students. Therefore, the board intends to make every effort to identify the desires of the community and to be responsive to those desires. Citizens of the community will be encouraged to express their ideas, concerns, and judgements about the schools through (1) written suggestions or proposals, (2) presentations at hearings, (3) responses to surveys made through interviews, written instruments, (4) comments at meetings of the board, and (5) service on citizens advisory committees. The advice is the public will be certainly considered. In the evaluation of such advice, the first concern will be the educational program as it affects students.</p> <p>Policy KN – Complaints – Title 1 - The following procedures will be followed if a complaint concerning Title I, ECIA is received by the school district:</p> <ol style="list-style-type: none"> <li>1) Record initiated within 5 days of the written complaint</li> <li>2) Informal hearing will be granted to the complainant with 10 working days of the acknowledgement of the complaint</li> <li>3) Failure to resolve the complaint in an informal sitting will necessitate a formal hearing on the matter. The complainant will have 15 days to make a written request for a formal hearing.</li> <li>4) The formal hearing will be conducted by the local superintendent and school board</li> <li>5) The entire procedure shall be completed within a period of not more than 60 days</li> <li>6) The complainant has the right to appeal the final resolution of the LEA to the Commissioner of Education within 30 days or the written decision</li> </ol>		

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<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>
	<p>Policy KM – Visitors to the Schools – All visitors to the schools shall report immediately to the school office, sign in and obtain a visitor’s badge so that visitors can be readily identified by school personnel. Exceptions to this requirement are when visitors are attending general school function such as a pep rally, assembly program, atheletic event, etc. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering building or from loitering on grounds, Such persons will be prosecuted to the full extent of the law. The policy includes Procedures for School Visitation; Pupil Visitation and Classroom Visitation.</p>		

## 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)?

The North Panola School District follows a structured process for issuing RFPs to engage external providers to support our leadership, faculty, and students. The following is the process the district will use when an RFP is issued to recruit external providers to support our needs.

1. The District and School Leadership Team will engage in a comprehensive needs analysis that is inclusive of multiple data points, both quantitative and qualitative.
2. The need will be analyzed to assess where gaps exist within our internal structure so the proper needs can be identified.
3. The District will consult research on recruiting external providers (educational consultant) as well as have conversations with schools and districts similar to ours to glean pitfalls to avoid and lessons learned when considering scope of services for the work.
4. The District will issue an RFP inclusive of the identified needs from the analysis mentioned above. In addition, the RFP will require the consultant to identify previous experience achieving results for the same type of services in a context similar to ours.
5. The RFP may be posted on the district's website, in the local paper (bidding contracts), and any other applicable venues to reach a large demographic of qualified applicants, ensuring adherence to all federal and state regulations.
6. The District will thoroughly review the vendor's reported track record of success through verification of quantitative and qualitative data, inclusive of gains in student performance, teacher performance, development evaluations, and interviews with previous clients.

### 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.

North Panola School District will follow the guidance set forth in the Third Edition of the Guide to Working with External Providers (American Institutes for Research, 2012) as set forth in the following table:

Action Steps	Parties Responsible	Timeline
<b>Step 1: Putting together a selection team</b> <ul style="list-style-type: none"><li>• Establish a selection team</li><li>• Decide what role various team members will have on the selection team</li><li>• Decide what input other key stakeholders who are not on the selection team will have</li></ul>	NPSD Superintendent	September 2017
<b>Step 2: Writing the RFP</b> <ul style="list-style-type: none"><li>• Identify the most pressing needs</li><li>• Identify the budget, timeline, and logistical concerns</li><li>• Identify the expected outcomes</li></ul>	NPSD Superintendent NPSD Board of Trustees District Turnaround Officer District Leadership Team	September 2017

<p>Identify the services to deliver</p> <ul style="list-style-type: none"> <li>• Identify the selection criteria</li> <li>• Write an RFP outlining needs, the outcomes and services expected, and the selection criteria</li> </ul>		
<p><b>Step 3: Recruiting/Finding potential providers</b></p> <ul style="list-style-type: none"> <li>• Issue RFP on all accessible and available resources</li> <li>• Consult with schools similar to ours</li> <li>• Consider various types of providers</li> <li>• Contact professional organizations</li> <li>• Conduct an internet search</li> <li>• Look at original research</li> </ul>	<p>NPSD Superintendent District Turnaround Officer District Leadership Team</p>	<p>September – October 2017</p>
<p><b>Step 4: Vetting and Selecting a Provider</b></p> <ul style="list-style-type: none"> <li>• Score proposals</li> <li>• Conduct Initial Conversations</li> <li>• Check References</li> <li>• Reach an Agreement on a Provider</li> </ul>	<p>NPSD Superintendent</p>	<p>September – October 2017</p>
<p><b>SECTION 4: Negotiating a Contract</b></p> <ul style="list-style-type: none"> <li>• Clarify the Package of Services and Materials Supplied</li> </ul>	<p>NPSD Superintendent</p>	<p>September – October 2017</p>

<p>by the Provider</p> <ul style="list-style-type: none"> <li>• Determine Actions and Support Provided by the School and District</li> <li>• Determine Contract Length</li> <li>• Determine Outcomes and</li> <li>• Evaluation Measures</li> </ul>		
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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)?

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.

While the district has not been the recipient of many large scale grants, the district does have experience managing and implementing two large scale grants.

In October 2015, the district was awarded a 5 year 21<sup>st</sup> Century Learning Center Grant for \$950,000. The program began in January 2016; however, the grant was rescinded due to the state’s loss of 21<sup>st</sup> Century funds.

In 2010, the District received a School Improvement Grant totaling \$2,071,774.06 for North Panola High School. During implementation, the district continued making progress in student achievement. Results have been sustained to date with the school maintaining a C accountability rating both with and without the ESEA flexibility waiver. The district's graduation rate improved over the course of the grant from 49.10% before SIG to 75%. The district was also one of the few schools that actually met all criteria to exit priority status at the conclusion of the grant.

## 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 will lead the implementation process from the district level by focusing all efforts towards the district's shared vision of being an, "A rated district with all A rated schools." To this end, the superintendent has assigned critical central office personnel to serve as a subcommittee of the district's leadership team. This team will serve as the district implementation team, ensuring all necessary supports and resources (both human and fiscal) are tightly aligned and rapidly disseminated to support the school's implementation of the transformation intervention model. The team is representative of the deputy superintendent who oversees curriculum, instruction, federal programs; assistant superintendent who shares the responsibility curriculum, instruction, and technology; director of student services who addresses student issues that may impact instruction; and director of special education to support special needs students. The four personnel will be given leeway to ensure rapid response. In addition, one of the members will be delegated to serve as the district turnaround officer and will be responsible for overseeing implementation of the plan. The position will serve as a liaison between the principal and superintendent but also facilitate any data/progress monitoring of leading and achievement indicators, facilitate any non SIG related requests to ensure the principal has adequate time and resources to fully, effectively implement the approved SIG plan. The superintendent will provide the political cover necessary, at times, for rapid turnaround to occur. Additionally, the superintendent will establish clear goals and expectations for improved student outcomes; ensure tight alignment between curriculum, instruction, and assessment; meet monthly with the district transformation officer and other district implementation team members, and business manager for an accountability update in which progress towards the plan is assessed and any new action steps are created. Further, the superintendent will include a standard item on the Board agenda to share monthly school improvement grant updates.

## 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?

North Panola School District establishes annual achievement goals in accordance with the

District's 5-year strategic plan. The goal is to be an "A rated district with all A rated schools." Consequently, the superintendent, his leadership team, and building administrators meet to outline what actions need to take place to achieve the desired outcome over a five-year period. As goals are set for the district, the superintendent meets with all his leadership team, including building leaders to share the plan with them and then engage in goal setting with the schools.

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?

To fully and effectively implement SIG with a focused eye on measuring progress towards meeting indicator goals, monitoring implementation, and providing support, the district has determined that the best course of action is to assign the responsibility of District Turnaround Officer to the current district administrator with a proven track record of success in improving student performance in a former SIG school. All data points that lead to success will be tracked. Specifically, routine tracking will be centered around progress towards meeting leading indicators; coordinating, disaggregating, and tracking all data collected through MTSS, and monthly expenditure reports in alignment with SIG. A structure was implemented this year for the building administrator to report to a delegated district administrator. This structure will be continued throughout SIG with the building leader reporting directly to the District Turnaround Officer. The Turnaround Officer and principal will have weekly check ins to review multiple data points, which may include but not be limited to teacher observation reports, lesson plan and observation feedback, common assessment data, discipline data, student attendance data, and teacher attendance data.

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

The superintendent will be responsible for providing a shared, focused vision along with continued guidance and support for the North Panola School District. Consequently, the superintendent will lead the cause for rapid change by communicating the sense of urgency throughout the community, establishing clear goals and expectations, continuously focusing on progress towards achieving the goals, ensuring schools are provided sufficient resources and support to fully and effectively implement the grant, and provide the support structure necessary for turnaround. Further, the superintendent will assign a district turnaround officer who will monitor implementation weekly to ensure the school is making sufficient progress toward achieving its goals and provide targeted, job-embedded support to the school leader based on observation results, feedback, and/or requests. The superintendent, district turnaround officer, and district implementation team will have "Bi-Monthly Milestone" meetings in which the team reviews progress towards meeting the milestones that lead towards full, effective implementation. The team will also discuss leading indicator data to identify successes, challenges, and possible strategies for removing any district-level barriers.

On a bi-monthly basis, the district turnaround officer will provide an update to the district leadership team, and each month, the superintendent will provide an update to the local Board. In addition to the district transformation office, the district feels that it will be critical to have a standardized process in place for frequently collecting, monitoring, and responding to data. A central role to this process will be the data specialist who will be responsible for tracking all



data points relative to SIG, including expenditure of funds. Therefore, this resource will be created to support the District Turnaround Officer who will continue being funded through District maintenance; however, the data specialist will be a SIG funded position.

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

Internal monitoring will occur frequently and at multiple levels. While the principal will review data daily, a weekly meeting to review leading indicator data will be held with the district turnaround officer in which a review of common assessment data, teacher observation results, lesson plan review and feedback, student and teacher attendance, discipline, site-visit reports from any visiting agency or provider are reviewed. This meeting will extend to the school leadership team every two weeks. In turn, the district turnaround officer will meet bi-monthly with the superintendent and district implementation team to review progress towards attaining goals for the leading indicators and meeting implementation milestones. This team will also review the monthly expenditure report to ensure the school is making full progress towards implementation both programmatically and fiscally.

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?

The superintendent is fully committed to ensure all necessary resources and supports are available to the school to effectively, fully implement SIG. Staff will be realigned to support the school in successfully implementing the transformation model. Goals and expectations will be set and monitored at each level. In the event that goals are not being met, the superintendent, district turnaround officer, district implementation team, and the building administrators will meet to conduct a root cause analysis to identify the causes of the challenges and determine solutions to address them. An action plan will be developed and implemented as a result of this meeting. The school will have the full support of all personnel and resources to get back on track towards meeting goals. When goals still are not met, any staff not meeting goals will be placed on a plan of improvement. Should the plan of improvement not be successful, more permanent actions will be taken.

#### 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.

Mr. Cedric Richardson, Superintendent of Education, has successfully demonstrated experience in turnaround. As superintendent, he led North Panola School District to its first ever C accountability rating. As the former principal of Holly Springs High School, Mr. Richardson led the school from an At Risk of Failing label to a High Performing School in four years, increasing

the QDI from 117 to 190. The school was also identified as a Title I Distinguished school in 2013 while under his leadership. Graduation rate improved to 85.1%. He served as the Director for Curriculum and Student Interventions from July 2013 to June 2014 until when he transitioned to the superintendent's position in North Panola.

Dr. Wilner Bolden, Deputy Superintendent and Federal Programs Director. He will also serve as the Turnaround Officer and provide leadership and guidance to the principals in the North Panola School District where he was very instrumental in seeing the district achieve its first ever C accountability rating. He brings a depth of experience having served as a math teacher in low performing, high poverty schools in the Mississippi Delta. In 2002, he was recognized by the Mississippi Department of Education for the 60% gain his fifth grade students achieved. As a teacher, he had more than 80 percent of his students scoring proficient and above on the state assessment for mathematics every year he taught. He experienced results in math with 60% of his students demonstrating a gain on their MCT math assessment. Likewise, his students experienced the same growth on their ELA assessment with 93% of them scoring proficient and above while they were in his self-contained classroom. He has experienced the same level of success as a building administrator in the same delta region. While serving as assistant principal at Dundee, the school moved from Level 2 (underperforming) to a Level 4 (Exemplary). As the principal of Robinsonville Elementary, his school's QDI increased from 119 (At Risk of Failing) to 166 (High Performing) within three years. In Holly Springs, he led his school from a QDI of 132 (At Risk of Failing) to 152 (Successful). He also serves as an adjunct professor at the University of Mississippi's School of Education in the Department of Leadership and Counselor Education.

Mr. Jamone Edwards, Assistant Superintendent, has seven years administrative experience successfully leading a priority school out of priority status and improving the accountability to high performing. He assumed the lead principal position at North Panola High School in 2011-2012 school year. Under his leadership, the graduation rate improved from 61.2% to 86.6%. Likewise, end of year results on state assessments improved significantly with Algebra I proficiency results reaching 93.6%; English increasing from 39% to 50.7%; and Biology I from 41% to 56.1%. Student scholarship awards also steadily increased from \$150K to more than \$2.2 million during his tenure.

Mr. Michael Britt currently serves as the Director for Accreditation and Accountability. Mr. Britt has worked with NPJH on changing the culture and climate. Previously, Mr. Britt served as principal at Crenshaw Elementary School from October 31, 2007 until June 30, 2010. During his tenure there the school's QDI (Quality Distribution Index) improved from a pilot score of 78 for the 2007-2008 school year to 88 for the 2008-2009 school year. For the 2009-2010 school year the QDI increased to 140. The school missed attaining a "successful" status by a mere -.0001 on the growth model. If "growth" had been a "0" or a positive value the school would have attained a "successful" status. As the Director of Accreditation, Accountability, and Student Services, Mr. Britt was tasked with clearing any findings to bring the district into compliance with accreditation standards.

## 5. History of Conservatorship and/or Failing Schools

Is the LEA currently under conservatorship?

YES

NO

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

YES

NO

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

YES

NO

#### 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

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.

North Panola High School was among the inaugural class of School Improvement Grant recipients in Mississippi and received funding for the full three years:

2010-2011-- \$790,586.12

2011-2012--\$711,535.90

2012-2013-- \$569,652.04

#### 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.

The North Panola School District Board of Trustees, Superintendent, Leaders, Staff, Families, and Community understand the need to build an infrastructure to sustain gains achieved through school and district reform. Consequently, part of our exploration in applying for this grant included a thorough examination of our needs, how to efficiently address them, who and what resources are needed to address them sufficiently, how to maximize opportunity to build capacity to sustain reform, and how success has been sustained with our prior improvement efforts at North Panola High School. Given all these considerations, the superintendent along with the district implementation team and key school personnel, determined the best strategic approach to this process was to design the initial two years to build the foundation in a way that would maximize resources but minimize costs; therefore, in the last two years we began reducing our reliance upon SIG funding. To this end, the district is investing in work that tightly aligns to our needs but leverages the funding so that we are not experiencing costs at the same level each year and providing specific ongoing job-embedded professional development for teachers and leaders that is supplemented with other funding sources. This approach allows us to implement a gradual release model. We have a targeted focus on job-embedded professional development needed to build the capacity of leaders and teachers to meet the instructional needs of the students. Using this process will help the district to not become dependent on the heavy infusion of funds, which will only exist for a limited time. The budget for Crenshaw Elementary is designed to truly meet the current needs of the schools. In the initial years, we will employ staff that are absolutely necessary to support full effective implementation.

The gradual release will allow us the opportunity to put measures for sustainability in place. Specifically, as we work with educational consultants and other entities, part of our contracted scope of work with consultants who are providing ongoing support to our teachers will include a sustainability plan in which the consultant will outline the company's sustainability plan for the district.

The district will also capitalize on its internal resources to build human capital. As consultants are working with staff, instructional leaders and instructional coaches will engage directly in the support so that they can hone the skills necessary to carry on the work during and after SIG.

Another major component of the sustainability plan is to continuously engage families and the community. The district implemented community forums this school year as a different way to engage parents. After grant funds expire, the district will continue making an authentic effort to maintain ongoing parent and community opportunities through expanding our efforts to build a broad base of community support by continuing the community meetings more frequently. A critical factor to strategically garnering continued support is reinstating the P-16 Community Engagement Council. The efforts, while powerful, are not latent with cost. As part of its ongoing commitment to involve families and the community, the district will continue absorbing any costs associated with these activities.

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.”

Understanding that SIG funds are only awarded for four years, the district has strategically built a plan in which we capitalize on our human resources and invest in programs with high impact but minimal cost. Thus, the district’s mindset was to gradually reduce the district’s reliance on SIG funds. Instead, we used the funds to give us a boost in areas in which our resources were extremely limited. In year 4 of implementation, the Academic Interventionist will be transitioned to a Title I position. The data specialist position will be integral to the sustainment of our reform, not just at Crenshaw Elementary but districtwide. Therefore, the district is making budgetary plans to begin absorbing the full cost of the position after grant funds end.

## 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>
Crenshaw Elementary School	5411-028	280321000633	Focus School	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: 4
- Number of Planning Years: 1
- Number of Full Implementation Years: 3
- Number of Sustainability Years: 1

#### **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																												
Student Achievement	<p>Over the past several years, Crenshaw Elementary has experienced a decline in student achievement, thus dropping from a D rating in 2014 with the ESEA flexibility waiver to an F accountability rating beginning in 2016. Although a change in state standards and three state tests (MCT2, PARCC, and Questar) contributed to the change in performance, there are still prevailing issues within Crenshaw Elementary which the data identifies need to be addressed in order to significantly improve student outcomes. The chart below reflects the most recent two years of data from Questar and PARCC in the Mississippi Assessment Program.</p> <table border="1" data-bbox="321 814 1216 1045"> <thead> <tr> <th>2015 Total Accountability points</th> <th>Reading Proficiency</th> <th>Reading Growth</th> <th>Reading Low Growth</th> <th>Math Proficiency</th> <th>Math Growth</th> <th>Math Low Growth</th> </tr> </thead> <tbody> <tr> <td>258</td> <td>27</td> <td>46.4</td> <td>58.5</td> <td>29</td> <td>34.7</td> <td>43.3</td> </tr> </tbody> </table> <table border="1" data-bbox="321 1087 1216 1318"> <thead> <tr> <th>2016 Total Accountability points</th> <th>Reading Proficiency</th> <th>Reading Growth</th> <th>Reading Low Growth</th> <th>Math Proficiency</th> <th>Math Growth</th> <th>Math Low Growth</th> </tr> </thead> <tbody> <tr> <td>266</td> <td>16.9</td> <td>53</td> <td>68.3</td> <td>35.4</td> <td>38.5</td> <td>16.7</td> </tr> </tbody> </table> <p>The overall picture for 2016 shows that reading and math proficiency are low for the entire school. Further, in reviewing the growth overall for the school, less than half of the student population met growth in ELA. The school saw the most growth in ELA with the lowest quartile of students, where 68% of the lowest performing students in the school met growth in ELA. While Math proficiency is almost twice as high as Reading, the areas of growth for all students and the lowest quartile of students is still in need of improvement. In comparison to the 2015 data, while proficiency was still far below than desirable, the percent of students scoring in the highest performance levels for Reading dropped significantly while growth among the lowest quartile of students in Math decrease by 26%. Most of this is attributable to the change in assessment, but there are still implications for instruction.</p>	2015 Total Accountability points	Reading Proficiency	Reading Growth	Reading Low Growth	Math Proficiency	Math Growth	Math Low Growth	258	27	46.4	58.5	29	34.7	43.3	2016 Total Accountability points	Reading Proficiency	Reading Growth	Reading Low Growth	Math Proficiency	Math Growth	Math Low Growth	266	16.9	53	68.3	35.4	38.5	16.7	<p>Analysis of 2015 and 2016 end of year state data (PARCC and QUESTAR)</p> <p>Classroom observation data</p> <p>Promotion and retention data</p>
2015 Total Accountability points	Reading Proficiency	Reading Growth	Reading Low Growth	Math Proficiency	Math Growth	Math Low Growth																								
258	27	46.4	58.5	29	34.7	43.3																								
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266	16.9	53	68.3	35.4	38.5	16.7																								

To dig deeper into the numbers for the decline in the 2016 data, the leadership considered the following information:

	<b>ELA</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<b>Grade 3</b>	All Students	15%	30%	41%	7%	7%
<b>Grade 4</b>	All Students	14%	38%	34%	14%	0%
<b>Grade 5</b>	All Students	11%	32%	37%	20%	0%

This view revealed only 14% of our students scored at the highest two levels on the assessment while roughly half of our student population scored at the lowest two levels across all grade levels in ELA. This suggests teachers are in need of ongoing evidence-based coaching and training in literacy which supports the need for the proposed professional development and academic interventionist.

In math, the following findings were demonstrated through the data.

	<b>Math</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<b>Grade 3</b>	All Students	4%	22%	33%	33%	8%
<b>Grade 4</b>	All Students	5%	38%	24%	28%	5%
<b>Grade 5</b>	All Students	21%	21%	26%	32%	0%

The overall math data demonstrates while students are stronger in the area of Mathematics, they struggle to reach high proficiency levels. The data also indicates we have a high percentage of students scoring in performance level 3 which indicates students could potentially perform at the proficient level with a little more tailored instruction and/or more targeted interventions.

Science was the only area that showed growth; however, when considering that the science assessment did not undergo the same rigorous change in standards and assessment, the growth is considered minimal. Based on science achievement, science teachers need job specific coaching and training in the science content as well, especially given that the standards and assessment have not changed as have the math and ELA. For the 2015-2016 school year, roughly 37% of our students scored proficient compared to the state average of 60%.



	<p>In contrast, student promotion data suggest that more than 90% of the school's population is performing at a level that demonstrates preparedness for the next grade level.</p> <p>In response to this decline and disconnect, swift reform measures have been instituted this school year. The principal for the 2015-2016 and 2016-2017 school years was replaced and the creation of an assistant principal position was established. The district has refined, realigned, and implemented its instructional management plan to establish a process for ensuring standards-aligned curriculum, instruction, and assessment, which includes ongoing monitoring of the effectiveness of curriculum and instructional strategies being used. The administration has instituted routines and procedures for continuous data analysis and use through the iReady platform. Pacing guides with the standards, teaching dates, common assessment dates, meeting dates, and lesson plan submission dates are scheduled and followed. While these structures have started the process of transforming the culture, more still needs to be done. Frequent observations, teacher feedback, and student data present a compelling case that ongoing job-embedded professional development across all the content areas is necessary. Specific supports are needed in differentiating instruction; developing and implementing targeted academic interventions to address specific student needs; effectively utilizing data to drive instructional decisions; training in use and understanding of how to effectively use iReady and other curricular resources and data tools to improve student outcomes; and, developing teacher leaders to serve as a resource for others and help sustain the instructional changes throughout the school. Moreover, teachers and students report that lack of sufficient technology to rapidly access and study data presents as problem for teachers and students alike.</p>	
<p>Curriculum and Instruction</p>	<p>Data collected across the last two years, but especially last year indicates Crenshaw has substantive work to do to align instructional practices state standards. Although students are performing considerably below expectations in performance Levels 4 and 5, what is most alarming is students did not demonstrate one year's growth according to the MDE's growth model. In response to the rapid decline, the school, through the district, adopted the instructional management plan that outlines all expectations and supports of teachers and leaders.</p> <p>A Lesson Line has been implemented to ensure all teachers</p>	<p>Teacher Performance Evaluations</p>

	<p>understand and utilize a standard instructional process. Classroom and subject non-negotiables have also been established, including positive, ongoing feedback and cooperative purposeful groups.</p> <p>An assistant principal was hired to provide job-embedded professional development for teachers and model lessons. The administrators provide evidence-based strategies and facilitate PLCs for their respective department. Trainings with teachers are aligned to their needs. In addition, several research-based curricular programs have also been implemented to support instructional needs. Curriculum Associates: Ready and iReady are used in all grades for Math and ELA daily. The system provides detailed reports by standard, by teacher, and by student. Write Source is used in the ELA classrooms.</p>	
<p>School Context and Organization, Including School Leadership</p>	<p>Crenshaw Elementary School serves kindergarten through fifth grade students. The school is located approximately 25 miles from the district office which is located in Sardis. The school is a Title I school with the vast majority of our students being economically disadvantaged. Consistency in leadership has been a problem at Crenshaw Elementary, as the school has had 4 principals in the past 5 years. Two of the four leaders did not complete a full academic year, which put the district at a disadvantage in hiring, as a new leader had to be hired after the start of the school year. More impact has been felt in the accountability rating in the past three years. In 2013-2014, the school's official grade was a D. The school dropped one accountability level thus receiving an F designation for the 2015-2016 school year.</p> <p>While the district has moved quickly in addressing ineffectiveness, the best support structure has not always been in place to minimize the impact felt when there is a shift in leadership. School leaders have been paired with a district administrator with a track record of success leading a similar school. The district provides coaching support to the assigned principal as well as provides targeted, job-embedded professional development on an ongoing basis. Having a direct support structure for leaders should prove helpful to Crenshaw Elementary. For next school year, the district will add additional leadership layers at the school. The district strategically assessed the needs of the school using data and observations from the district assigned administrators and decided to hire a principal and an assistant principal, both with strong instructional backgrounds (one in ELA and the other in math/science). However, even with the naming of the new leadership, the district recognizes</p>	<p>State accountability data, administrator observations, student attendance, teacher attendance staff surveys</p>

	<p>from past experiences that sustained leadership support must be provided to ensue success and continuity at the leadership level of the school. Consequently, the district will utilize the expertise of district level administrators to provide differentiated leadership coaching to the principal, as this will be her first year serving as a head principal. The District Implementation Team, led by the District Turnaround Officer, will coordinate the training and support for the new leader. Additionally, the principal, in collaboration with the district turnaround officer, will also target external professional learning opportunities designed specifically around school improvement/turnaround strategies for the new principal to attend.</p> <p>Using the Mississippi Professional Educator Growth System, only one teacher rated as a 3 during this year’s evaluations. While some did rate at the two level, only one actually demonstrated effectiveness in practice. This again confirms that teachers need targeted, ongoing job-embedded professional development.</p> <p>In addressing leadership turnover, the district has realigned to assign district personnel according to their strengths and standardized its process for support. School leaders have been paired with a district administrator with a track record of success leading a similar school. The district administrator assigned to Crenshaw Elementary will serve as the district turnaround officer and will coach the newly assigned principal for the 2017-2018 school year. In addition, the district turnaround officer will provide targeted, job-embedded professional development on an ongoing basis.</p>	
Professional Development	<p>Professional Development (PD) is an integral part of the school’s implemented instruction management plan. PD is conducted based on school and district needs, which were determined by: input from teachers, identified through curriculum and instruction portion of the needs assessments, administrator observations and evaluations, and school site and district wide professional development committees. Teachers at Crenshaw Elementary received various trainings during the year from the district; two days of school level professional development per week during the school year in classroom management, response to intervention, daily rigor, state standards, reading strategies, lesson planning, instruction and assessment alignment to state standards, data analysis and differentiated instruction. Crenshaw Elementary teachers are expected to meet a minimum of three</p>	<p>Administrator Observations Teacher Feedback, Professional development evaluations</p>

	times per week to follow up. Time is devoted for this follow-up during Instructional Strategies Meetings and professional learning communities. Additional support was provided in Math by the district. These sessions are facilitated by either a school administrator or a district administrator. In short, the vast majority of our professional development sessions are now conducted “in house.” Again, this is part of our instructional management plan, which is purposely designed to build staff capacity.	
Family and Community Involvement	<p>It has been observed that involvement by parents and members of the community have declined over the years. To address this issue, several opportunities for them to connect and partner with schools were implemented:</p> <ul style="list-style-type: none"> <li>• Quarterly PTO meetings</li> <li>• Parent Volunteers for Teacher Appreciation Day and other school activities</li> <li>• Back To School Rally/Meet The Teacher Night</li> <li>• Parent Conference Days</li> </ul>	<p>Parent Teacher Organization Parent Surveys Community Meetings</p>

2. Intervention Model Selection

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

By analyzing the data gathered through the needs assessment, which included feedback from staff, parents, and community and board members, the Transformation model was determined to be the most appropriate model. The district assessed the feasibility of this intervention by accessing the Intervention Model Checklist in the toolkit. Many of the model requirements were implemented prior to the school receiving a focus label. Prior to the 2017-2018 school year, the school leadership underwent a change. Throughout the 2017-2018 school year, a focus will remain on utilizing data to improve student outcomes, increased instructional time, and using state evaluation systems for administrators and teachers. Staff members receive continuous professional development through weekly instructional strategy meetings. In addition to instructional strategies, data is continuously collected and analyzed in order to inform instructional decisions. The North Panola School District has successfully implemented the Transformation Intervention Model once before through the SIG. The district is not only aware but committed to the process required for full and effective implementation of the Transformation model at Crenshaw Elementary 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.

<b>For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS</b>		
<b>Intervention Requirement</b>	<b>Brief Description of How Proposal Addresses the Requirement</b>	<b>Proposal Page Number</b>
<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>
<b>ALL MODELS (TURNAROUND, TRANSFORMATION, and EARLY LEARNING)</b>		
<ul style="list-style-type: none"> <li>Replacement of the Principal</li> </ul>	<p>A new principal was hired. Since she is a new hire for the 2017-2018 school year, she will not be replaced throughout the application process.</p> <p>Additionally, the district implemented measures to ensure that the incoming administration for the school receives the support it needs to provide the strong leadership that is required for school transformation.</p>	19,51,108,109
<ul style="list-style-type: none"> <li>Recruitment, Placement, and Retention Strategies</li> </ul>	<p>Strategies will be developed to address recruitment, placement, and retention. The North Panola School District adopted policy GBABB in 2010; however, the policy will need to be updated to include growth using Mississippi’s current assessment program. The district analyzed the policy and proposes to amend it in June 2017.</p>	38,40,108,109,110
<ul style="list-style-type: none"> <li>Job-Embedded Professional Development</li> </ul>	<p>Staff at Crenshaw will be provided high-quality, targeted job embedded professional development that is aligned to the school’s instructional program. The professional development is designed to</p>	52,53,54,69,72,85

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>
	build staff capacity and will be facilitated by building administrators, district administrators, and external consultants (when necessary). Teachers will also play an active role in planning their professional development. Professional development will be customized based upon teacher needs.	
<ul style="list-style-type: none"> <li>Research-Based, Vertically Aligned Curriculum Aligned to State Standards</li> </ul>	<p>Crenshaw Elementary has a process in place to ensure alignment of the curriculum to state standards. Additionally, Crenshaw Elementary has processes in place to monitor the effectiveness of materials to verify alignment to state standards. Departmental staff will meet quarterly for a vertical alignment meeting to ensure curriculum is aligned vertically. Grade level content area teachers meet in Instructional Strategy meeting weekly</p>	50,51,52,59,69,80 81,82,83,84,88,89 94,99,103,104, 114,121,123,125 127
<ul style="list-style-type: none"> <li>Data-Driven Decision-Making</li> </ul>	Data systems are in place to routinely collect and analyze data. The school and district use information on an ongoing basis to make instructional decisions regarding students. Schoolwide, students take common assessments every two weeks. Immediately following, teachers meet in instructional strategies meetings to analyze the data to make informed instructional decisions, specifically targeting students individualized instructional needs, differentiating instruction, etc. Students who receive Tier II and Tier III support are progress monitored and data is used to make decisions regarding continued placement. All students are universally screened	49, 53, 58, 59,99, 100

<b>For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS</b>		
<b>Intervention Requirement</b>	<b>Brief Description of How Proposal Addresses the Requirement</b>	<b>Proposal Page Number</b>
<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>
	three times per year using an adaptive assessment to determine if additional instructional supports are needed through the Tier process.	
<ul style="list-style-type: none"> <li>○ Formative, interim, and summative assessment data</li> </ul>	The school and district provide formative, interim, and summative assessment data that is analyzed and disaggregated, by teacher, by standard, by student as well as an assessment that allows for tracking student growth. Students are universally screened three times per year and progressed monitoring occurs for students identified in Tier 1 and 2. Students are also assessed every two weeks using the district's platform for common assessments.	25, 26, 40, 41, 42, 43, 48, 49, 50, 52, 53, 58, 61, 66, 81, 82, 84, 85, 96, 97, 99, 100, 101
<b>TURNAROUND/TRANSFORMATION ONLY</b>		
<ul style="list-style-type: none"> <li>● Increased Learning Time</li> </ul>	The school's instructional day was increased prior to the announcement of a new SIG competition and that Crenshaw Elementary was eligible to apply. The increased learning is mandatory of all students. Currently our students receive 364 instructional minutes per day for 178 days, which totals 64,792, instructional minutes and two days of 458 minutes which gives a total for all students. Next year, the proposed calendar allows for 66,928 instructional minutes for 178 days and 474 minutes for two days, totaling 67,402 minutes required of all students. Additionally, the school will have extended school year activities across the four years of the grant. Summer sessions are 210 minutes per day for 20 days which totals 70 hours. In addition,	87, 94, 95

<b>For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS</b>		
<b>Intervention Requirement</b>	<b>Brief Description of How Proposal Addresses the Requirement</b>	<b>Proposal Page Number</b>
<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>
	staff will also have 100 minutes per week for 36 weeks allotted for vertical and departmental team planning time.	
<ul style="list-style-type: none"> <li>School Autonomy</li> </ul>	The principal will have autonomy in the hiring, placement, and termination of employees that are in accordance with Board policy and provided her decisions will lead to improved student outcomes. Autonomy will also be given over how the time is structured with the school day and will have the autonomy of extended year that is part of this application. Additional autonomy is given over budgeting.	121, 122
<b>TRANSFORMATION/EARLY LEARNING ONLY</b>		
<ul style="list-style-type: none"> <li>Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals, Developed with Teacher and Principal Involvement</li> </ul>	The district uses the MDE MS Educator Professional Growth System as its evaluation system. It is a robust, rigorous, transparent, and equitable evaluation system and meets all the requirements set forth in the transformation intervention model.	27, 29, 34, 36, 39, 50, 52, 53, 110, 111, 112, 113, 114, 116, 117, 125, 126
<ul style="list-style-type: none"> <li>Use of student growth as a significant factor</li> </ul>	School Board Policy GBABB	90, 101, 102, 112
<ul style="list-style-type: none"> <li>Identify and Reward School Leaders, Teachers, and Other Staff</li> </ul>	An integral part of this plan invests in our people by providing ongoing, targeted-job embedded professional development. Teachers receive support from administrators, MDE Literacy Coach and external consultants as necessary	113
<ul style="list-style-type: none"> <li>Termination process</li> </ul>	The NPSD has policies and procedures in place that allows for removal of ineffective staff. The Board has executed its policies in this regard and the superintendent acts swiftly to address ineffectiveness.	30, 121
<b>TRANSFORMATION ONLY</b>		



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>
<ul style="list-style-type: none"> <li>Family and Community Engagement Strategies</li> </ul>	To address the issue, the district administrators began to move the message into the communities. From this, quarterly community meetings began being	33, 53, 119, 128 129, 130, 131
<ul style="list-style-type: none"> <li>On-Going Technical Assistance and Support</li> </ul>	An integral part of this plan invests in our people by providing ongoing, targeted-job embedded professional development. Teachers receive support from administrators instructional coaches, and external consultants as necessary.	25,52,53,54,58, 69, 72, 85, 119, 122, 126

**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.

In an effort to initiate a continuum of success at Crenshaw Elementary, the district, with full support of the School Board, took measures to replace the principal and create an assistant principal position. Additionally, a revised instructional management plan was implemented which specifically addressed continuous monitoring of: instruction, standard aligned assessments, data-driven decisions, individualized professional development, and multi-tiered system of support of all students.

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</i>	<i>Describe what the team does to assist the improvement</i>	<i>List the names and titles of all members of the</i>	<i>Provide a meeting schedule for each team, e.g.</i>	<i>Describe the most recent outcomes or actions taken</i>

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
<i>improvement.</i>	<i>process.</i>	<i>team.</i>	<i>every Monday from 9-10 AM. List the dates of the last three meetings.</i>	<i>arising from team meetings.</i>
District Leadership Team	Provide guidance and support to school leader during the transformational process. This support may be in the form of one-on-one sessions concerning student achievement improvement efforts, assist with community support, and	Cedric Richardson, Superintendent Dr. Wilner Bolden, Deputy Superintendent Jamone Edwards, Assistant Superintendent Michael Britt, Director of Accreditation, Accountability, and Student Services Levette Upshaw, Business Manager Verda Taylor, Sped. Director	Once per month for one hour	Determined personnel for the upcoming school year  Discussed student enrollment and concerns  Determined curriculum for the new school year.  Discussed accountability measures for all schools including Crenshaw.  Discussed PD offerings needed based on student achievement data
School Leadership Team	Designed to facilitate and implement Best Practices as described in the	Rachel Williams – Principal Michele Prince – Assistant Principal LaToya Hibbler –	Bimonthly for one hour	The last School Leadership Team meeting held during the 2016-2017 school year

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
	transformation process. The team will meet regularly to review progress, monitor data, and recommend adjustment to procedures.	Teacher Patricia Dodson – Computer Lab Interventionist Brenda Rucker – Paraprofessional Andrea Linzy – Parent		was to discuss the current state of the school post benchmark testing for the final time before state testing began. The team discussed interventions and measures which should be implemented to continue student improvement.
Professional Learning Community	Currently, PLC meetings are used to discuss student data and explore strategies for improvement and support. Best practices for instruction pertaining to a specific standard or student are also discussed.	All teachers, paraprofessionals, and administrative staff	Weekly for 55 minutes (teacher planning times)	One of the last PLC meetings held during the 2016-2017 school year was devoted to discussing individual students and the supports they needed to be successful. The PLC team members reviewed such data as attendance and behavior reports to determine if a student's academic difficulties were being negatively impacted by

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
				external factors.
Other: P16 Council	To assist the school in decision making and support the efforts of the school when possible.	City officials Religious leaders Parents School employees Law enforcement	Monthly, every 3 <sup>rd</sup> Thursday for 1 hour	The school presented information regarding the SIG to the P16 council members. A discussion was held concerning the need for the grant and the possible resources the school could receive if the application was approved.
Other:				

### 3. Previous SIG Experience

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

YES

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>	
Orient the District Implementation Team on expectations regarding SIG requirements, readdress all plan components, focusing particularly on the plan of action developed in response through the application process. Specifically, goals will be set; responsibilities will be assigned; and, the outline the process	Superintendent	All team members clear on roles and responsibilities for supporting full, effective implementation of SIG; schedule of meetings for Semester 1 with District Implementation Team Goals set to monitor progress	Clearly outlining roles and responsibilities will help ensure the right start to the school year and first year of SIG	September/October 2017	June 2020 (ongoing yearly)

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>	
whereby we will conduct our bi-monthly milestone meetings.					
Appraise the Board and Community of the SIG award and describe the additional supports and resources	Superintendent	Board and community meetings will be held	Ensuring that all stakeholders engage and remain authentically engaged in the process provides the needed supports and structures for the changes and commitment to change to be successful	September/October 2017	Same
Create committee to explore current policy on teacher incentive to determine changes needed	Superintendent	Committee assigned with meeting dates that are followed	A revised policy will be board approved	September/October 2017	Same
Draft Job Announcement for SIG funded positions	Turnaround Officer with HR Director	Personnel hired	Having the positions in place at the start of the school year will help set	September/October 2017	October / November

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>	
			the foundational pieces that will be needed for the full implementation and sustainment of the grant		
Identify Professional Development for new administration that aligns with their school goal and	District Turnaround Officer	<i>Trainings identified and scheduled</i>	A focal point of this grant is to build capacity in the staff we have so that the gains experienced will remain	July 2017	December 2017
Review current district policies for revision, if any needed	Superintendent	Any policies impacting SIG addressed	Providing an official notification of SIG award to teachers, parents, students, and	September/October 2017	October / November
Year 1 Planning Complete budget narrative and establish monthly meeting schedule to discuss	Complete Official Budget Narrative, with modifications, if required	Data Specialist (when hired) Principal; District Transformation	A finalized budget ready for school board review; established meeting schedule for first semester that is followed	August	August

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>	
monthly fiscal expenditure reports for SIG		District Business Manager; District Transformation Officer			
Year 1 Planning Order instructional materials and supplies	Data Specialist	Requisitions placed	Supplies and materials outline are items the schools included in the plan as part of how SIG would enhance instruction.	September/October	October / November
Purchase interactive white boards	Principal	Requisitions on file	Integration of technology into instruction to give all students the same learning experience in the classroom. Equity in education.	September/October	October / November
Develop a systematic process for collecting, analyzing, and disseminating data for	Data Specialist	Written and executed process in place	One of the tenets of SIG is that leaders and teachers continuously promote the use of SIG.	September/October 2017	October / November



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>	
on leading, achievement, and MTSS data			Implementing this measures will help all those directly responsible for implementing if the school is on track to meets its goals.		
Develop assessment plan/calendar for the year	Principal and Assistant Principal	Calendar developed and followed	This activity further supports the continuous use of data to make informed, instructional decisions	July 2017	July 2017 (ongoing annually)
Contract with external providers (following all state and federal laws and local policies and outlined processes)	Board of Trustees; Superintendent	Contract issued to SIG Coordinator	Hiring a SIG coordinator is critically important to the successful implementation of the reform model. The SIG coordinator is responsible for monitoring the day to day implementation of	September/October 2017	October / November

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>	
			the reform model		
Engage parents and community in school improvement efforts eliciting two-way communication	Superintendent; Principal; District Turnaround Officer; District Implementation Team	Meetings held with parents and community members	By engaging in ongoing two-way communication with parents and the community, the promotes ownership and buy-in which is critical for the full and effective implementation of the reform model	September/October 2017	December 2017
Begin collaborative planning time	Principal and District Turnaround Officer	Master schedule	Joint time for teacher professional learning is foundational to the targeted, job-embedded professional development. Teachers need adequate time to plan in order to produce high quality lessons	September/October 2017	July 2021 (ongoing throughout the life of the grant)
Implementation Schedule for external	Principal; District	Schedule of external service	Targeted, job-embedded professional	September/October	Ongoing through June

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>	
service providers ensuring customized support based on teacher needs	Turnaround Officer;	providers completed	development is an integral part into how we will begin building capacity in or staff to sustain efforts beyond the life of the grant	2017	2020 with decrease in support every year
Year 1 Planning Review performance objectives for the school	Superintendent; District Implementation Team; Principal, SIG Coordinator; School SIG Team	Performance Objectives reviewed and finalized	By reviewing and finalizing the performance objectives, this creates a common understanding and expectations for accountability	October 2017	July 2021 (ongoing throughout the life of the grant)
Schedule all Instructional Strategies Meetings	Principal and Assistant Principal	Schedule has been created and followed	Meeting minutes, agendas, sig-in sheets	August 2017	June 2020 (ongoing every year all year)
Implement Vertical Alignment Meetings	Principal, Assistant Principal	Schedule has been created and followed	Meetings, sign-in sheets, agendas	September/October 2017	June 2020 (ongoing all year)

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>	
Community Engagement Sessions	Superintendent, Principal	Community Meeting minutes, agenda, sign-in sheets	Establish the community as an active partner in our students' education is paramount to successful communities. Where you have successful schools, you have parents who demand them.	September/October 2017	July 2020 (ongoing)
Year 1 Full Implementation Continue providing high-quality, job-embedded staff development	Principal; School SIG Team; District Transformation Officer; Director of Curriculum and Instruction	Professional Development plan; Sign- In Sheets; agendas; Student Achievement Reports		September/October 2017	June 2020 (with decrease from external support across each year of the grant)
Year 1 Purchase computers for computer lab	Principal	Generated Purchase Order	Computer/technology integration	October 2017	August 2018
Year 1	Principal	Generated Purchase	Computer/technology	October 2017	August, 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>	
Purchase Chromecart with chromebooks and Licensing		Order	integration		
Year 1 Purchase Active Panels	Panels	Generated Purchase Order	Computer/technology integration	October 2017	August 2018
Year 1 Hire a Data Specialist	Principal and Assistant Principal	Contract	Generated Reports	October 2017	Ongoing
Year 1 Intervention program	Principal	Purchase Order	Purchase order	October 2017	Ongoing

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>	
<p>Year1 Full Implementation Conduct a series of staff training sessions on the transformation reform model. This is critical for staff new to the school.</p>	<p>Principal; District Turnaround Officer; District Implementation Team</p>	<p>Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff</p>	<p>January 2018</p>	<p>September 2018</p>
<p>Year 1 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan, discuss areas that need adjustments.</p>	<p>Superintendent, District Implementation Team, and Principal</p>	<p>Agenda, minutes, tracking of leading indicator data, improvements towards outcomes</p>	<p>January 2018</p>	<p>June 2020 (ongoing)</p>
<p>Year 1 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are</p>	<p>District Leadership Team; Principal; School Improvement Officer; School SIG Team</p>	<p>Data reports on qualitative and quantitative measures to determine if program goals have been met</p>	<p>August 2018</p>	<p>May 2020</p>

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>	
following implementation plan Discuss areas that need adjustments Examine qualitative and quantitative data to determine if program goals are being met				
Year 1 Full Implementation Provide targeted, job-embedded professional development	Principals; Instructional Leadership; External Service Providers	Professional Development Schedule; Improved results on classroom observation; Increased student achievement	August 2017	July 2020 (throughout life of grant but reduced every year as part of sustainability plan)
Year 2 Full Implementation Conduct a series of staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; District Turnaround Officer; District Implementation Team	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	July 2018	June 2019
Years 2	Superintendent, District	Agenda, minutes, tracking of	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>	
Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan, discuss areas that need adjustments.	Implementation Team, and Principal	leading indicator data, improvements towards outcomes		(ongoing)
Year 2 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan Discuss areas that need adjustments Examine qualitative and quantitative data to determine if program goals are being met	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Data reports on qualitative and quantitative measures to determine if program goals have been met	August 2018	May 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>	
Year 2 Full Implementation Provide targeted, job-embedded professional development	Principals; Instructional Leadership; External Service Providers	Professional Development Schedule; Improved results on classroom observation; Increased student achievement	July 2018	June 2019 (throughout life of grant but reduced every year as part of sustainability plan)
Year 2 Extended School Year	Principal	Data retained from progress monitoring tool; Close the academic gaps due to time away from school in the summer.	May 2018	Ongoing
Year 2 Extended School Day	Assistant Principal	Data retained from progress monitoring tool; Remediation of skills not mastered during the normal day	January 2018	Ongoing
Year 2 Reduce contractual services support with external providers	Superintendent	SIG budget will reflect reduction in costs	August 2018	June 2020 (each year of budget hereafter)
Year 3 Full Implementation Conduct a series of staff	Principal; District Turnaround Officer; District Implementation Team	Training sessions agendas and sign-in sheets; Surveys completed by faculty and	July 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>	
training sessions on the transformation reform model. This is critical for staff new to the school.		staff		
Years 3 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan, discuss areas that need adjustments.	Superintendent, District Implementation Team, and Principal	Agenda, minutes, tracking of leading indicator data, improvements towards outcomes	July 2019	June 2020 (ongoing)
Year 3 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Data reports on qualitative and quantitative measures to determine if program goals have been met	August 2019	May 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>	
plan Discuss areas that need adjustments Examine qualitative and quantitative data to determine if program goals are being met				
Year 3 Full Implementation Provide targeted, job-embedded professional development	Principals; Instructional Leadership; External Service Providers	Professional Development Schedule; Improved results on classroom observation; Increased student achievement	July 2019	June 2020 (throughout life of grant but reduced every year as part of sustainability plan)
Year 3 Extended School Year	Principal	Data retained from progress monitoring tool; Close the academic gaps due to time away from school in the summer.	May 2018	Ongoing
Year 3 Extended School Day	Assistant Principal	Data retained from progress monitoring tool; Remediation of skills not mastered during the normal day	January 2018	Ongoing
Year 3	Superintendent	SIG budget will reflect	August 2018	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>	
Reduce contractual services support with external providers		reduction in costs		(each year of budget hereafter)
Year 4 Full Implementation Conduct a series of staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; District Turnaround Officer; District Implementation Team	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	July 2019	June 2020
Years 4 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan, discuss areas that need adjustments.	Superintendent, District Implementation Team, and Principal	Agenda, minutes, tracking of leading indicator data, improvements towards outcomes	July 2019	June 2020 (ongoing)
Year 4 Full Implementation	District Leadership Team; Principal;	Data reports on qualitative and quantitative measures to	August 2019	May 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>	
Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan Discuss areas that need adjustments Examine qualitative and quantitative data to determine if program goals are being met	School Improvement Officer; School SIG Team	determine if program goals have been met		
Year 4 Full Implementation Provide targeted, job-embedded professional development	Principals; Instructional Leadership; External Service Providers	Professional Development Schedule; Improved results on classroom observation; Increased student achievement	July 2019	June 20120 (throughout life of grant but reduced every year as part of sustainability plan)
Year 4 Extended School Year	Principal	Data retained from progress monitoring tool; Close the academic gaps due to time away from school in the	May 2018	Ongoing

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>	
		summer.		
Year 4 Extended School Day	Assistant Principal	Data retained from progress monitoring tool; Remediation of skills not mastered during the normal day	January 2018	Ongoing
Year 4 Reduce contractual services support with external providers	Superintendent	SIG budget will reflect reduction in costs	August 2018	June 2020 (each year of budget hereafter)

**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

NO

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	Curriculum Associates: Ready, Mississippi College and Career Standards, Go Math	No change
Remedial mathematics	I-Ready Diagnostic Instructional Support, I-Ready Adaptive Learning Interventions	Classworks computer based intervention and enrichment program (addition)
English/Language Arts (ELA)	Write Source, Curriculum Associates: Ready, Mississippi College and Career Standards	No change

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
Remedial ELA	I-Ready Diagnostic Instructional Support, I-Ready Adaptive Learning Interventions	Classworks computer based intervention and enrichment program (addition)
Reading	WONDERS Series, Curriculum Associates: Ready, Mississippi College and Career Standards	No change
Remedial reading	I-Ready Diagnostic Instructional Support, I-Ready Adaptive Learning Interventions	Classworks computer based intervention and enrichment program (addition)
Science	Glencoe Science	Classworks computer based intervention and enrichment program (addition)
Social Studies/History	Pearson History	Classworks computer based intervention and enrichment program (addition)

b) Monitoring the Effectiveness of Materials

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

Effectiveness of the adopted curricular materials will be conducted through our criterion referenced common assessment that will be administered three times across the school year. The assessment reports will provide detailed feedback to teachers about student learning and identify where gaps exist. In addition to the detailed report at the student level, the administration and turnaround officer will be able to see an aggregate view across the school as well as a disaggregated report by grade, by teacher by student. Data will be analyzed in instructional strategy meetings. In addition to the data review, school administrators and the turnaround officer will also monitor the effectiveness of the materials through frequent classroom observations. Using these multiple data points frequently will give administrators an opportunity to routinely assess effectiveness.

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?

A thorough review to check alignment to state standards and to student needs is conducted through instructional meetings facilitated by an administrator. The school has instituted time for faculty collaboration weekly in instructional strategies meetings. These meetings are designed for teachers to create common lesson plans. The meetings are structured to discuss goal setting for grade level for a specific grading period; assessment to demonstrate



student proficiency level; depth of knowledge level of tasks, assignments, and assessments; teaching strategies and material; formatting state test questions according to state standards; and resources to deliver instruction. In these meetings all instructional resources are reviewed to ensure it is aligned to state standards. If the resource is new, it is vetted through the team and an administrator.

Once materials are vetted through the team and an administrator, members will assess the material by completing a checklist to ensure complete alignment to standards.

As an added layer of support, district administration will work with building administrators to verify that teachers are receiving training and targeted support as outlined in the Instructional Management Plan.

### 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://www.northpanolaschools.org/Default.asp?PN=DocumentUploads&L=2&DivisionID=20173&DepartmentID=24466&LMID=999445&ToggleSideNav>

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.

#### 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.

The utilization of pacing guides ensures all standards are taught during a school year. The lesson plan document includes areas for teachers to address teaching strategies and resources for each lesson, and both formal and informal assessments. The pacing guides have ensured continuity and alignment for the curriculum across all core content areas and College Career Readiness Standards and Writing Standards.

Teachers meet weekly in their Instructional Strategies Team to review pacing guides, instruction, and assessment. The meetings are facilitated by an administrator. Based on the data, the team provides feedback to the building administrators. The curriculum team meets quarterly to review and make suggestions on pacing guide revisions.

#### c) Cross-Grade Planning

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

Administrators meet with departments by grade level to ensure alignment of curriculum and all corresponding materials. The ELA and Math department meet with their respective administrator to review pacing guides and assessments. In addition, time for vertical alignment is provided quarterly after the end of each nine weeks. Through SIG, the school proposes to use teacher release time to allow staff to have a longer block of uninterrupted vertical planning time.

## **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.

Crenshaw Elementary is structured with seven, 48 minute instructional periods and a 40 minute intervention period. Teachers are required to have flexible grouping 3 days per week. Kindergarten through second grade classrooms are self-contained. Self-contained classrooms provide students with the stability and consistency most younger students need in order to be successful. Third through fifth grade classrooms are departmentalized. This provides teachers the time and opportunity to focus on one set of standards and skills. Social Studies standards are taught in conjunction with Reading standards while Science standards are taught in conjunction with the Math standards.

Teachers create and submit lesson plans electronically to Educational Leadership Solutions (ELS), an online platform. Lesson plans include: standards, learning targets, essential questions, instructional plans, resources, remediation/enrichment, and other activities. Teachers submit lesson plans to the building administrators who provides feedback via notes, comments and return electronically/written.

The school implemented a standard lesson line structure this year for all teachers. It begins with the teacher starting out with direct, explicit instruction ("I Do"), followed by the "We DO" which gradually shifts responsibility from the teachers to the students. Instruction transitions into a work period that involves guided practice through group/collaboration/communication, teacher as a facilitator and differentiated activities. The closing concludes the structure ("You Do). In this phase, students demonstrate learning. Although this model for instructional delivery has been implemented, there still remains a disconnect between what is expected and what is practiced. Questioning within the lesson is still at the lowest level of cognition, just requiring basic recall of information. Cooperative groups are implemented but not effectively.

Teachers meet weekly in Instructional Strategies Meetings where they discuss:

- Most effective way to backward map their lesson
- Goal setting for grade level for a specific grading or instructional period
- Assessment to demonstrate student proficiency level
- Depth of Knowledge Levels of tasks, assignments, and assessments
- Tasks that lead to assessments for proficiency
- Teaching strategies and materials
- Format state test questions (CCRS / MS Frameworks)
- Maintain resources

Teachers are working to follow the lesson line structure that has been implemented but need support in delivering quality, tier 1 instruction. They feel that job-embedded professional development with in-classroom modeling will help them improve the quality of instruction that they are able to give teachers.

The school makes use of one student computer lab; however, it has proven challenging because the equipment is out dated. As the district has implemented systems to keep continual eyes on data, the lack of technological resources has proven to be barriers for Crenshaw's successful implementation. Some of our classrooms have working interactive white boards while others do not, thus creating inequity in our students' learning experiences.

#### b) Enhancements through SIG

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

Crenshaw Elementary, through the North Panola School District, has adopted a curriculum model for instructional management in which there is an intense focus on the 8 tenets that highlight the core of effective schools:

1. Professional leadership
2. Focus on teaching and learning
3. Purposeful teaching
4. Shared vision and goals
5. High expectations of all learners
6. Accountability
7. Learning communities
8. Stimulating a secure learning environment

Through SIG, the school has an unprecedented opportunity to intensify focus on four overarching areas:

- Evidence Based Interventions
- Quality Professional Development around instructional practices that are evidence based strategies, and culture
- Adequate Teacher Resources
- Teacher Recruitment and Retention

Instruction will be enhanced through onsite, job-embedded professional development in the

core content areas. Through modeling, training, critical feedback, and support, teachers will understand that effective instruction is necessary for students to learn and is the critical component to student academic growth. The school has started a shift away from the textbook being the sole source for instruction, to the book being a resource/tool. Through SIG, the school will be able to enhance supports geared toward this effort. Following is a chart that outlines how instruction will be enhanced through SIG:

Identified Need through Needs Assessment	Content Area/Grade Level	Enhancement through SIG
Need for job embedded professional development	All grades and core content areas	Presently, teachers have limited access to content level professional development. Given the high percent turnover, this further compounds our ability to provide students with a high-quality education. Job-embedded professional development will allow teachers the opportunity to receive the support they need in order to improve the needs of students, while at the same time building the capacity of teachers to become effective educators. This can also lead to a reduction in our teacher turnover.
Academic Interventionist	All grades ELA and Mathematics	This position will help us close the gap we presently have in serving our Tier 2 and Tier 3 students. It will also help provide individualized instruction. The continuous focus on data will ensure that all children are on track to meet growth, and when they are not, be quickly

		identified to receive the support they need. The Academic Interventionist will be integral to serving the academic needs of our Tier 2 and Tier 3 students.
Data specialist and training on data analysis and use	All grades and content areas	Adding a data specialist position will be critical to the effective implementation of this grant, as it will allow for a systematic process for rapidly collecting and analyzing data on all subgroups; collecting data on MTSS, providing data coaching support to staff; and collecting all leading indicator and achievement goals.
Integration of technology into classrooms and readily access data	All grades and content areas	Adding the technology that is built into this proposal will provide all students access to a rich curriculum infused with technology. Presently, all students do not have this access, as our interactive boards and computer labs are outdated. This creates an equity issue. Further, adding the technology will allow a more rapid response to our data. There is limited access to technology which causes a delay with testing and the ability for teachers and students to readily access their data. The more quickly the data becomes available

			the more quickly data-based instructional decisions can be made.
Literacy training across the content areas	All grades and content areas		While data across all content areas and grade levels is low, our most significant gaps existed in ELA. This signifies a great problem. Teachers need support in understanding how to integrate literacy in all content areas. This support extends beyond just reading a book.
Teacher release time for vertical planning	All grades and core content areas		With teacher release time, teachers will have an opportunity for collaborative planning across the grades. This addition will give teachers a longer block of uninterrupted time for vertical team planning.
Implementing evidence-based teaching strategies	All grades and content areas		Allows for onsite and ongoing professional development around evidence-based teaching strategies while building a reservoir of resources from which teachers can pull. The implementation of these strategies will help teachers better differentiate their instruction to support all their students.
Extended year learning time	All students, all grades		Research indicates critical skills are lost during the summer months. The SIG funding would allow for extended learning to lessen the time students

		are without academic instruction. It will also provide our higher achieving students the opportunity for their learning to be enriched.
Incentives for recruitment and retention	All certified staff	This initiative would provide Crenshaw Elementary the opportunity to recruit and retain teachers with a proven track record of success and also reward those who improve student achievement.
Prescriptive curriculum and other resources	All students	Using the additional intervention program creates a pool of resources enabling teachers to spend time on pedagogical practices. Coupling this with ongoing support of evidence-based resources helps us better meet the needs of our students.

In addition, Crenshaw Elementary recognizes the need to address the literacy divide. The school will coordinate with a literacy target school to implement a seamless approach to integrate literacy across the content areas. The school will partner with the local university to have an integrated approach to teaching reading and writing so that our students and teachers will not see them as isolated skills; rather, seeing how literacy is infused across all areas of life.

### 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</i>	<i>How will the school enhance available services under the SIG</i>

	<i>identified through the school's multi-tiered model?</i>	<i>program?</i>
Academic	<p>Following the state's expectations of implementing the three tier process, Crenshaw Elementary conducts three universal screeners across the school year. Results are used to determine student performance and growth. Any student at Tiers II and III have frequent progress monitoring. The school follows the MDE MTSS handbook as its guide.</p> <p>Students at Crenshaw Elementary are assessed using the i-Ready Diagnostic Assessment. Based on results, students are assigned a tier for interventions and supports using these results. Students assigned to Tier I receive classroom instruction by the teacher. Students assigned to Tier II receive additional instructional support by the teacher and i-Ready Adaptive Growth Instruction. Tier III students receive classroom teacher support, i-Ready Adaptive Growth Instruction, and Small group instruction. Progress is noted and MTSS meetings are held to discuss students' progress. The process design:</p> <ol style="list-style-type: none"> <li>1. Use school data to create differentiated intervention groups based on Tiers and performance level.</li> <li>2. Determine the curriculum and use testing blue-prints to determine materials for interventions.</li> <li>3. Execute the plan of action for all differentiated targeted groups using the MS-CCR Standards, Adaptive</li> </ol>	<p>The school and district have recognized there are areas where the process needs to be strengthened. In reviewing the data to consider the gaps in our process, two critical positions were identified: an academic interventionist and a data specialist.</p> <p>Through SIG, the school will be able to hire an Academic Interventionist who will guide the process for Tiers II and III. Specifically, the academic interventionist will assist teachers in using the data to effectively develop Tier II interventions. The Academic Interventionist will then follow up after implementation of the interventions to ensure fidelity to the plan and process as well as review the progress monitoring data to make decisions regarding student placement in Tier II. In addition, the Academic Interventionist will develop and implement the interventions for Tier III students. The Academic Interventionist will serve as a key member of the Multi Tiered System of Support Team. Because an intended focus of this application is on using SIG to build capacity that can be sustained after the life of the grant, the academic interventionist, along with other MTSS members, will receive professional development on using data to develop and effectively implement interventions, including understanding how to progress monitor. Interventionist will also participate in trainings directly</p>



	<p>Instructional Programs for individualize instruction, and One-on-one small group instruction</p>	<p>related to MTSS Supports.</p> <p>The full-time data specialist is a district level position that will be hired to directly support the SIG turnaround office in the collection and analysis of all data generated from the school, including leading indicator data as well as progress monitoring data for behavior and academics. The data specialist will analyze the data by school to ensure no child is going unidentified. This position will be responsible for collecting and analyzing data schoolwide on all leading indicators. Additionally, the data specialist will also have constant eyes on progress monitoring data, student mid-term and nine week grades, the bottom 25%, student growth projections, and all remaining data points generated by the school.</p> <p>Another enhancement through SIG is in the upgrade of technology to support the platform teachers and administrators use to receive timely data reports from the system. Additionally, the lab in which students test are dated and take longer for the entire class to be assessed. A gradual improvement to our technology labs, interactive whiteboards in instruction, and additional chrome carts will support our efforts to address all learning needs and styles.</p> <p>We believe with these additional layers of support, children should be quickly identified and receive the necessary support for their success.</p>
<p>Non-academic</p>	<p>The school has a referral process in place for non academic tier support;</p>	<p>Due to the fractured process in adequately addressing behavioral</p>

	<p>however, the process in place is not sufficient to address student needs. The school has also implemented Positive Behavior Interventions and Supports (PBIS), but multiple data points suggest that the implementation is fragmented, at best. Office referrals are used to determine whether or not behavior interventions are needed. This presents a problem because many office referrals stem from trivial matters (i.e. not following directions) that could be more appropriately addressed at the classroom level. In our current process, teachers develop behavior plans individually; however, this process has not proven effective as demonstrated by the high volume of discipline referrals this school year. But, the cause of the numerous office referrals, has not been addressed. Hence, the school needs a model that will address the schoolwide disconnect between teachers. Instead of always prescribing punitive measure, the school chooses to implement a process that will focus on building relationships while also building a safe school environment for our students.</p> <p>Additionally, a behavior specialist or no other position with the skill set to address behavior issues is not available to students at Crenshaw Elementary.</p>	<p>needs at Crenshaw Elementary. The school must revamp its processes to more adequately address behavioral supports for students and the reasons behind the high number of students populating for behavior interventions. In examining the referrals, making frequent classroom observations, and speaking with the children, Crenshaw Elementary quickly recognized there is a cultural issue that needs to be addressed schoolwide. Crenshaw Elementary School’s approach is two fold:</p> <ol style="list-style-type: none"> <li>(1) Create a support structure so that students can receive the services they need within the school setting, thus limiting out of school suspension to the last resort.</li> <li>(2) Address the cultural issues that’s creating a negative environment for students and staff.</li> </ol> <p>This grant will give us the opportunity to address both by intergrating processes which equip teachers with the skills necessary to effectively build relationships with teachers, students, and parents.</p> <p>By addressing both simultaneously, we feel it will provide leverage to see change quickly and will be evidenced by a reduction in office referrals, increased student attendance, and increased teacher attendance.</p>
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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	Crenshaw Elementary currently serves 17 students with disabilities. These students are receiving services in an inclusive setting. Currently the teachers use classroom data and iReady information to monitor student progress.	Students with disabilities will receive access to the same services as our students without disabilities. New instructional materials to add for remedial reading and math will be used with our students with disabilities as well. As Crenshaw Elementary implements the SIG, the entire faculty and staff will be involved. Services and support being implemented through SIG will positively impact the whole school. This includes all our special population students. The addition of the data specialist will be integral in helping the school monitor its data for all subgroups and identify where gaps continue to exist. We currently have 15% of our student population having IEPs. Staff will receive job-embedded professional development that is designed around differentiating instruction at varying levels and using data effectively to address students needs.
English Language Learners	In accordance with our Board’s policy, the school uses the registration process to identify students who are English Learners. Translation services and English language acquisition services are provided to students and their families. Support is provided to	Currently, Crenshaw Elementary does not have ELL students enrolled. All students in our school will still benefit from the services and support that will be afforded through this grant. Additionally, the addition of the academic interventionist will be beneficial

	<p>students and their families. Students are assessed to determine their English proficiency.</p>	<p>for all struggling learners, including students with language barriers. The academic interventionist will be able to assist the teacher in develop an intervention plan to help building reading fluency. The schoolwide literacy plan will be implemented across all grades, thus impacting future ELL students as well.</p>
<p>Academically Behind</p>	<p>Presently, our academically behind students are identified through the Tier process. Students at Crenshaw Elementary are assessed using the i-Ready Diagnostic Assessment. Based on results, students are assigned a Tier for interventions and supports using these results. Students are universally screened three times per year and teachers are able to make placement determinations based upon assessment results. In addition, teachers also identify students who are behind based upon their grades in their course.</p> <p>In the past, students were provided with after school support through the 21<sup>st</sup> Century Learning Grant; however, the grant was discontinued due to the state's loss of funding.</p>	<p>All the resources (human and material) requested through this grant will positively impact students who are academically behind. Support and services include the purchase of remedial instructional materials that will be used to differentiate support for struggling learners; improved utilization of student assessment data to inform instructional decisions, and academic interventions to address identified needs through the data. The additional layers of support for MTSS (i.e. academic coach) along with the data specialist will assist the school in identifying and intervening early with struggling learners. Students who are severely behind will benefit from receiving Tier III support from an academic interventionist.</p> <p>Ongoing, high-quality job-embedded professional development and a stronger focus on literacy across the content areas will help position the school to be able to</p>

		effectively teach all learners, thus understanding how to reach them where they are.
Gifted or Advanced	Crenshaw Elementary School currently serves approximately 1 gifted student that receives five hours of intellectual gifted instruction. This student is expected to maintain performance within the classroom as well as participate in activities that are specific to the gifted curriculum. There are other advanced students within the school that did not meet gifted requirements.	As a standard-aligned approach continues to be built through implementation, services provided through SIG will benefit all students. Additionally, through the MTSS process, students who may present as behavior problems because they may be “bored” with instruction or who are not having their needs met will be quickly identified. Moreover, as the school strengthens the MTSS process through SIG, student needs will be more effectively supported, which means if students are advancing in one subject but struggling in another, their needs will be met in both contexts. The academic interventionist will be instrumental in this effort.

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			64,792
Full day = 178	364 (minutes)	178	<b>458</b>
63% day = 2	229 (minutes)	2	65,250

SIG Year 1			
Full day	376 (minutes)	178 (full days)	66,928
63%	237 (minutes)	2 (63% days)	<b><u>474</u></b>
			67,402
SIG Year 2			68,708
Full day	386 (minutes)	178 (full days)	<b><u>486</u></b>
63%	243 (minutes)	2 (63% days)	69,194
SIG Year 3			70,488
Full day	396 (minutes)	178 (full days)	<b><u>498</u></b>
63%	249 (minutes)	2 (63% days)	70,986
SIG Year 4			72,268
Full day	406 (minutes)	178 (full days)	<b><u>512</u></b>
63%	256 (minutes)	2 (63% days)	72,780
SIG Year 5	N/A	N/A	N/A

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>
iReady Reading/Math Standard Mastery Teacher Assessment	Administered as a common assessment every two weeks	Formative	2-5	Reading and Math	External	Bi-weekly to Monthly
iReady Reading/Math	Universal screener for reading and math	Formative	K-5	ELA and Math	External	3 times a year
Case 21 Assessments	Benchmark Assessments aligned to MS CCR Standards and used to assess student mastery of grade level content and project growth on state assessments	Interim	3-5	ELA, Math, Science	External	3 times a year

STAR Reading/Math	State approved assessment to measure literacy and numeracy skills	Interim	K-3	Reading and Math	External	3 times a year
MAAP Reading/Math	State assessment for all 3-5 grade students	Summative	3-5	ELA and Math	External	Annually
MST2 Science	State multiple choice science assessment	Summative	5	Science	External	Annually
MKAS Reading	State assessment for kindergarten and third grade	Summative	K and 3	Reading	External	2 times a year

b) Proposed Assessments

(1) External Assessments

[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>
		Select one...			Select one...

(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.





## 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?

In conducting a needs analysis from previous years and engaging in genuine reflection, the district realized that there were no internal processes in place to systematically ensure that we gathered quality data multiple times throughout the year and utilize the data for our instructional decisions. This school year, the North Panola School District has implemented a concerted effort not only to collect data but institute a systematic process for how we would monitor and respond to the data. To this end, we have implemented significant changes around how we capture data and use information to inform instructional decisions. The data is presented in aggregate to give everyone a high level view of what the picture looks like overall; however, the systems we use provide detailed reports, giving a breakdown by grade, by teacher, by student, by strand. Reports are generated immediately upon completion, identifying student needs and then individualized plans are generated. These plans are used for teachers to differentiate their instruction and support based on student needs.

The school uses the i-Ready platform for assessments across all grades for ELA and Mathematics. Data obtained from I-Ready is used to make decisions regarding Tier placement. Students who are assigned to the Tier process receive specific interventions to meet their instructional needs.

Crenshaw Elementary has instituted weekly lesson planning and assessment expectations plan to ensure greater coherence within a unit of study and to prepare students to master ambitious MSCCR Standards. Teachers follow a lesson schedule that corresponds to a bi-weekly assessment of student mastery. The teaching dates are scheduled along with a bi-weekly assessment date, the planning dates, and the date lesson plans are due. These plans are submitted in advance of being taught along with the assessment that will be used to assess mastery. Once students take the test, a subsequent meeting is held to analyze the data to assess student performance overall, drill down by class, then a drill down by student. The drilling down of the data helps pinpoint where gaps may exist in learning and/or instruction, which may indicate the need to make a change in the pacing guide within the next two week period.

Data points are also used to provide teachers with targeted, job-specific and embedded professional development.

Moreover, school administrators meet weekly in instructional strategies meetings in which data is analyzed to make any adjustments to their planning based on the data from the common assessment.

Additionally, Crenshaw Elementary School personnel align assessments to curriculum and instruction to assess what students know, are ready to learn, and use formative assessment to provide corrective feedback.

All instruction will be data-driven, reflected in lesson plans, school and classroom practices, and

all professional development. Data will be used to inform and differentiate instruction across the grades, subject areas and the school . More importantantly, teachers will become proficient at utilizing data to: (1) analyze and interpret all available; (2) plan and implement data driven decisions; and (3) differentiate instruction based on student performance data. Additional types of data i.e., demographic, administrative, and achievement will be used to guide a range of decisions to help improve the success of students and the school. The Data Specialist will be instrumental in assisting the school in achieving this goal.

b) Immediate Analysis, Feedback, and Targeted Instruction

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

Crenshaw Elementary routinely collects data for immediate analysis, feedback, and targeted instruction through the following sources:

- IReady diagnostic, an adaptive computer-based assessment three times per year. The assessment provides immediate feedback with a prescribed action plan to address student needs. In particular, decisions regarding tier placement are made using this assessment. The system provides a detailed, individualized instructional plan based on student test results. Teachers receive a copy of the report and begin implementing.
- Progress monitoring data and reports from iReady are provided on a weekly basis. Teachers make a decision about continued Tier placement based on the results. (The Academic Interventionist will facilitate this process to ensure that all students are receiving the support needed to be successful;
- Case 21, an online standards-aligned item bank, is used to develop and administer common assessments for benchmark assessment at the end of the nine weeks. Data from the multiple choice section of the test is available immediately upon completion and is reported by student, by standard, by teacher and includes growth projection that is used to determine if students are on track to meet growth.

After these data are collected, teachers meet with a school administrator within 4 days after the assessment to discuss and analyze the data reports, understand the interpretation of the reports, charts, and graphs produced through this platform in order to make informed instructional decisions. The addition of the data specialist will expedite the time-frame even more, as the person in this position will establish a systematic process for gathering and analyzing data within a 2-3 day time frame. The academic interventionist will provide Tier III supports for those students populating each category.

c) Academic Growth of Students

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

The assessment platform utilized by Crenshaw Elementary uses statistical reporting within the system that provides teachers, school administrators, and district leaders with the information

necessary to make informed instructional decisions. Consequently, administrators and teachers alike use the data collected through these platforms to assess students strengths and weaknesses. Building leaders have the information for the entire school, and teachers are expected to have it in their room. Every student has growth targets, and at the end of each two week common assessment, teachers and administrators review progress as well as set backs. Students within the school's subgroups are analyzed. The iReady assessment is used to universally screen students in the fall, winter, and spring. A built-in growth mechanism allows teachers, interventionist, and administrators to see the progression of each student through reporting features within iReady. Teachers use this information to differentiate instruction but also chart his/her data to determine if additional supports may be needed before it is too late.

#### d) Achievement Gaps

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

Crenshaw Elementary uses Case 21 assessment data to track student growth. Data collected through the assessment tracks a student's proession every two weeks and at the end of each nine weeks. Upon the results from Case 21 assessment, administrators complete a data matrix in which student percentages are tracked by subgroup (for example, the administrative team collects the data on the students so that it can be chartered in comparion to their peers). Teachers are also required track the growth of their students.

#### e) Support for Data Analysis and Use

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

Part of NPSD and Crenshaw Elementary sustainability plan is to capitalize on collection of internal capacity to provide the support and guidance in leading the work leading to improved student outcomes. To this end, Crenshaw Elementary will create a team to support data analysis and use which is inclusive of the following personnel:

1. Principal
2. Assistant Principal
3. Academic Interventionist
4. Data Specialist

This Core Instructional Leadership Team, of which the Data Specialist will serve as a member, will facilitate data conversations with the grade level and/or instructional strategy teams .

The Data Specialist will provide job-embedded professional development in the form of data analysis/planning sessions to departmental and grade-level content teams. All professional development opportunities will be aligned to the school's improvement plan and student performance needs-base on current data and analysis. Professional development opportunities will guide teachers in developing action plans for using data effectively, establishing student

growth targets, and monitoring student performance for the purposes of improving instruction. This professional development that will be provided will be evidence-based and focused on instruction. These sessions will provide teachers with intense, ongoing job-embedded support for effective data analysis and use, thus helping the data-centered approach become engrained in our culture as we transform Crenshaw Elementary School.

### 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.)

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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>
K-2 Teachers	3	Regular Appropriations	Instructs students in all content areas	Principal and Assistant Principal for curriculum and instruction
ELA and Social Studies (3-5)	2	Regular Appropriations	Instructs students in the areas of ELA and Social Studies	Principal
Math and Science (3-5)	2	Regular Appropriations	Instructs students in Math and Science	Assistant Principal for curriculum and instruction
Inclusion Teacher	1	Regular Appropriations	Provides accommodation for students with disabilities in the regular education setting	Principal and the Director of Special Services
Counselor	1	Regular Appropriation	Works with students and teachers to provide support all non-academic areas such as behavior.	Principal
Paraprofessionals	4	Regular Appropriation	Provides instructional assistance to students (interventions, etc.)	Principal

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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>

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.***]

<b>Position</b>	<b>Number of FTEs</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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>
Academic Interventionist	1	SIG and Federal Programs	Will provide intervention services to students in need of Tier II and Tier III academic interventions	Principal and Assistant Principal
Data Specialist	1	SIG and Federal Programs	Will create a system for rapidly collecting and analyzing leading and achievement indicator goal; will provide coaching support in data analysis and use	District Implementation Team



**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	\$67,205.82	<p>1. Funds are used to provide a Lead Teacher in Math to improve teacher quality and student achievement. Due to teacher retention, there is a need to have an instructional support personnel on staff to provide new and veteran teachers with ongoing professional development, facilitate instructional strategies meetings (ISM), assist teachers with disaggregation of student data, and identify targeted students for interventions.</p> <p>2. Professional development internal and external providers for the following areas:</p> <ul style="list-style-type: none"> <li>• ELA and Math instructional strategies and unpacking the standards.</li> <li>• Instructional Coach training to ensure teachers are provided quality and effective coaching.</li> </ul> <p>3. Provide instructional materials to supplement the Core Curriculum. Additionally, purchased curriculum software programs for progress monitoring and interventions to assist with improving student achievement.</p>

Title II	\$57,637.04	<p>1. Funds are used to provide an Instructional Professional Development Coach for MATH to improve teacher quality and student achievement. Due to teacher retention, there is a need to have an instructional support personnel on staff to provide new and veteran teachers with ongoing professional development, facilitate instructional strategies meetings (ISM), assist teachers with disaggregation of student data, and identify targeted students for interventions.</p> <p>2. Professional development internal and external providers for the following areas: Instructional Coach training to ensure teachers are provided quality and effective coaching.</p>
Title III (ELL)	0	
Title IV (21 <sup>st</sup> Century)	0	
Title VI (Rural Schools)		
McKinney-Vento Homeless Grant	0	
State Literacy Target School	0	
State Dyslexia Grant	0	
State Pre K Collaborative Grant	0	
Innovative High Schools	0	
State AP Funds	0	
Other Special Revenue:	0	
Other Special Revenue:	0	

**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: The principal was hired in May 2017, prior to the release of the SIG application and the newly reset list of eligible schools. Crenshaw Elementary was not identified as a a FOCUS school in March 2017; however, the district was considering restructuring the district moving students to another school. Because the board and community decided not to move the students, the district exercised due diligence in finding a qualified person in a limited pool of applicants. Out of all candidates interviewed, the current assigned prinicpals was the only one who could articulate the role of an instructional leader and had a clear plan for how to support teachers. As a district that qualifies for Rural Flexibility Exception, the district exercises its right for the exception. Should the district be in position again, the district will seek qualities of a turnaround leader identified through Public Impact (2008): Driving for Results; Influencing from Results; Problem Solving; Showing Confidence to Lead. Following more guidance from Public Impact (2007) published in the Turnaround Leader Toolkit, the district will develop a hiring process designed to serve as a School Turnaround Leaders Selection Preparation Guide, which outlines the process and questions for conducting a Behavior Events Interview as a model for selecting leaders with the capacity for turnaround.

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

N/A The district is exercising the Rural Flexibility Exception to modify this grant requirement. This will be the principal's first year as a head principal.

(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.

The North Panola School District has a plan of action to ensure the new principal is successful in her first year of administration. The Superintendent, District Transformation Officer, and other District Implementation Team members will work collectively and collaboratively to support the new principal. The district has been realigned this year in

order to assign district personnel according to their strengths and standardized its processes for support. The new principal will be paired with a district administrator (who will also serve as the transformation officer) with a track record of successfully turning around schools. The turnaround officer will provide onsite coaching to support the newly hired principal as well as provide targeted, job-embedded professional development on an ongoing basis. In addition to this support, the principal will also meet with the superintendent and district transformation officer to ensure progress is being made and that there are no barriers to a successful outcome.

Having a direct support structure should prove helpful to the new leader. In addition, the district will add additional leadership layers at the school next school year. The district recognizes from past experiences that sustained leadership support must be provided to ensure success and continuity at the leadership level of the school. Consequently, the district will utilize the expertise of district level administrators to provide differentiated leadership coaching support to the principal, as this will be her first year serving as a head principal. The District Implementation Team, inclusive of the superintendent, will coordinate the training and support for the new leader. Additionally, the principal, in collaboration with the district transformation officer, will also target external professional learning opportunities designed specifically around school improvement/turnaround strategies for the new principal to attend. In particular, the administrator will seek out sessions that are designed around: driving for results, influencing for results, problem solving, and showing the confidence to lead, which are the competencies of a turnaround leader.

### (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?

The principal's position was posted on our district electronic job posting system TALENTED.

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.

The district has a support structure in place to provide targeted, ongoing support to the new principal. However, should the district have to hire a principal, the district will seek qualities of a turnaround leader identified through Public Impact (2008): Driving for Results; Influencing from Results; Problem Solving; Showing Confidence to Lead. Following more guidance from Public Impact (2007) published in the Turnaround Leader Toolkit, the district will develop a hiring process designed to serve as a School Turnaround Leaders Selection Preparation Guide, which presents a Behavior Events Interview as a model for selecting leaders with the capacity for turnaround. In addition to the BEI, the district will also include as a requirement that applicants provide evidence demonstrating their track record of success in improving student achievement.

Prior to the interview, the Interview Selection Committee for the Leadership position will: receive training on the BEI model's collaborate as a team to select interview questions from within the list of the BEI model; make sure to follow the guidance on conducting an abbreviated interview with the model; conduct the interviews; script responses during the interview; and, rate responses after interviews. The structure of the BEI protocol is evidence-based.

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 District uses a variety of outlets for recruiting qualified applicants some of which include attending all the job fairs at Mississippi's colleges and universities; advertising through TalentEd, our online application system; recruiting through Teach for America, MS Teacher Corp; and the MDE Teacher Center. In addition, the district recruits for district level positions through career fairs. Decisions for hire will be made after a candidate's interview and a review of candidate's strengths compared to the school's gaps within instructional personnel meeting students needs.

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

YES

NO

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

## (2) Applicant Evaluation

**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.

The NPSD is committed to recruiting from a variety of sources to get the best and brightest talent available; however, we also recognize that hiring is just one part of the process. The other part is ensuring that who is onboard is not only the right fit but the right fit, in the right place. Therefore, as vacancies occur, the school administrators will analyze what deficits the vacancy may create to help determine the type hire that is needed for the school. Using the school's definition of what an effective teacher is, the school would then evaluate applicants based on: (1) what type strengths are needed on the Crenshaw Elementary Team; (2) which of the applicants have particular strengths demonstrated through their data; and, (3) does this person possess the qualities it takes to be a teacher in a transformation setting?

Using a modification of the School Transformation Teachers: Selection Preparation Guide, the committee will determine what questions to ask from the guide and script responses that are provided by the applicant.

Upon verification of information provided during the interview as well as reference checks, decisions will be made regarding a recommendation for hire.

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

After applicants submit their application, principals screen the pool of applicants to determine which ones may be a fit for their school. Principals have a choice to use a team to interview or they may conduct the interview by themselves. The new process will provide a more standardized approach to the interview process.

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.

The North Panola Schools will follow the guidelines established by the local board in policy GBABB to determine financial incentives. In accordance with the policy, NPSD identifies three levels of incentives:

1. School level incentives which will be given to all instructional staff at the school for retention and performance of the school at the school level.
2. Individual level incentives will be given to individual teachers in state assessed areas.

While the funds will be available to all applicable staff, of importance is that performance criteria is also part of the requirement to receive incentive in each category. The following measures shall be considered: student growth on valid and reliable student assessments; student achievement on valid and reliable student assessments; employee evaluation results; state accountability measures.

Upon award of funding, the NPSD will engage a committee of stakeholders representative of school staff to review and make recommendations to the Board for revisions.

## (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

NO

If additional incentives are available, please describe.

The North Panola School District is recognized as a critical needs district in Mississippi which automatically makes our teachers eligible to receive the following supports through funding:

Federal Loan Forgiveness Program which pays towards a set amount for the repayment of student loans for qualifying individuals

The state-funded Mississippi Teacher Loan Repayment Program, which repays up to \$12,000 for undergraduate loans for qualifying individuals who teach in critical shortage areas

The state-funded Mississippi Critical Shortage Act, which offers scholarships, loan forgiveness, moving expenses, housing assistance, and administrator's sabbaticals for qualifying individuals with conditions related to work in critical shortage areas.

## 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 NPSD is committed to recruiting from a variety of sources to get the best and brightest talent available; however, we also recognize that hiring is just one part of the process. The other part is ensuring that who is onboard is not only the right fit but is the right fit in the right place. Therefore, prior to hiring, as the school leaders determine who will not be returning the following school year, the administration must conduct a gap analysis using their data collected from across the year to analyze instructional strengths and weaknesses within the school level staff and what the data identifies as students' needs. Once this is complete, the administrators will then begin to identify where the gaps are within staff. As hiring decisions are made the administrative team will make strategic placement decisions to ensure teachers are assigned appropriately based on student needs and teacher strengths to teach to the students' need.

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

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) **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?

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?

The North Panola Schools has in place the following guidelines established by the local board in policy GBABB to determine financial incentives. In accordance with the policy, NPSD identifies three levels of incentives:

1. School level incentives which will be given to all staff at the school for performance of the school at the school level
2. Individual level incentives will be given to individual teachers in assessed areas.



While the funds will be available to all applicable staff, of importance is that performance criteria is also part of the requirement to receive incentive in each category. The following measures shall be considered: student growth on valid and reliable student assessments; student achievement on valid and reliable student assessments; employee evaluation results; state accountability measures.

Upon award of funding, the NPSD will engage a committee of stakeholders representative of school staff to review and make recommendations to the Board for revisions.

a) 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
<p>What leadership opportunities are available to teachers?</p>	<p>To capitalize on the strengths of our staff, NPJH recognizes the need to tap into our teacher leaders. These teachers are given opportunities to share and hone their leadership skills in some of the following roles:</p> <p>Serve as a model classroom site, demonstrating for others effective teaching practices and behaviors</p> <p>Instructional Coach: a classroom teacher may be selected to serve in this school-based position designed to support teachers with curriculum, instruction, assesment</p> <p>School Leadership Team Member, which is involved in schoolwide decisions and programming, based on multiple data points</p> <p>Other opportunities include: Participation in Mississippi’s</p>	<p>Informal opportunities include but are not limited to: Serving as a member of the school leadership team; member of superintendent’ advisory council, participating in instructional learning walks; serving on district curriculum committee</p> <p>Serving as the school representative on the P-16 Community Engagement Council</p>

	<p>Alternate Path to School Leadership Program</p> <p>Serve as mentor to a new teacher</p> <p>Faculty meeting facilitator</p> <p>PLC facilitator</p>	
<p>What opportunities, particularly decision-making roles, exist for highly effective teachers to help shape the reform effort?</p>	<p>Roles in which teachers can participate in decision-making include grade level team leader and department chair. In these roles, the teacher leader facilitates the session, leading their peers in data rich conversations around student learning.</p>	<p>Informal opportunities include conversations with entire faculty and staff regarding decisions that will have schoolwide implications. We will seek out our teacher leaders and give them an opportunity to lead, thereby grooming them and building a repertoire of future leaders for us.</p>
<p>How would a teacher receive access to these opportunities?</p>	<p>Opportunities are shared through email correspondence, recommendations from building administrators, announced during monthly board meetings, personal invitations from school or district leaders, and bulletins.</p>	<p>Weekly staff bulletins; advertising of professional development and leadership programs</p>

b) **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	Does not demonstrate high expectations for all learners; fails to demonstrate evidence of ensuring students are learning and meeting expected rates	<ol style="list-style-type: none"> <li>Leaders strengths and weaknesses are identified based on school data.</li> <li>Goal setting meeting takes place.</li> <li>Building observations take place using the NPSD Board Adopted Evaluation Instrument.</li> <li>Report card for school leaders are generated.</li> <li>When goals or standards are not met based on data, leaders are place on a success plan.</li> <li>Guidance is provided during the process. Leaders are</li> </ol>	The school leader will progress through two forms of improvement. Success Plan and Intensive Growth Plan. During each phase, the leader will be assigned a mentor who has demonstrated success as a	<ol style="list-style-type: none"> <li>The superintendent will gather evidence to support dismissal.</li> <li>Inform school leader concerning employment status. Offer opportunities for resignation depending on the severity of the dismissal and provide due process of law information.</li> <li>Superintendent makes recommendation to the board to terminate or submit</li> </ol>	<ol style="list-style-type: none"> <li>The superintendent will gather evidence to support a non-renewal.</li> <li>The school leader will be informed before February 1<sup>st</sup> of the non-renewal and given the right to due process.</li> <li>The superintendent will make a recommendation for non-renewal to the board or submit a letter of resignation requested by the school leader.</li> </ol>

		<p>observed and evaluated by mentor.</p> <p>7. If leader continues to demonstrate ineffectiveness, the leader is moved from a success plan to an intensive growth plan.</p> <p>8. If there is no improvement in the leader's capacity to improve the school's program, the leader will be removed from the school and a recommendation will be made to the board by the superintendent for termination.</p>	<p>school leader. Professional development opportunities will be made available and one-on-one training will be provided both internal and external.</p>	<p>leader's letter of resignation .</p>	
Teacher	<p>Does not demonstrate high expectations for all learners; fails to demonstrate evidence of ensuring students are learning and meeting expected rates</p>	<p>Teachers strengths and weaknesses are identified based on school data.</p> <p>2. Goal setting meeting takes place.</p> <p>3. Building observations take place using the NPSD Board Adopted Evaluation Instrument.</p> <p>4. Report card for school teachers are generated.</p> <p>5. When goals or standards are not met based on data, teachers are place on a success plan.</p> <p>6. Guidance is provided during</p>	<p>The teacher will progress through two forms of improvement. Success Plan and Intensive Growth Plan. During each phase, the teacher will be assigned a mentor who has demonstrated success as an</p>	<p>1. The principal will gather evidence to support dismissal.</p> <p>2. Inform teacher concerning employment status. Offer opportunities for resignation depending on the severity of the dismissal. Inform employee of their rights to contest the decision for dismissal.</p> <p>3. The principal makes the recommendation to</p>	<p>The principal will gather evidence to support a non-renewal.</p> <p>2. The teacher will be informed before March 1<sup>st</sup> of the non-renewal and given the right to due process.</p> <p>3. The principal will make a recommendation for non-renewal to the superintendent and the superintendent will submit the</p>

		<p>the process. Teachers are observed, evaluated, and supported by their principal, assistant principal, and the teacher mentor.</p> <p>7. If teacher continues to demonstrate ineffectiveness, the teacher will be moved from a success plan to an intensive growth plan.</p> <p>8. If there is no improvement in the teacher's capacity to improve student learning, the teacher will be removed from the school and a recommendation will be made to the board by the principal to the superintendent for termination.</p>	<p>effective classroom teacher and receive support from the instructional leadership staff. Professional development opportunities will be made available and one-on-one training will be provided both internal and external.</p>	<p>the superintendent to terminate or submit teacher's letter of resignation.</p> <p>4. The superintendent submits recommendation to the board for a final decision.</p>	<p>recommendation for non-renewal to the board or a letter of resignation requested by the school leader depending on the severity of the situation.</p>
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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?

Board policies for staff removal are clear and do not present a barrier to Crenshaw Elementary School. Moreover, the North Panola School District has upheld its policies to dismiss ineffective teachers and leader for midyear termination across the 2015-2016 school year.

**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.]

<b>Position</b>	<b>Funded by</b>	<b>Roles/Responsibilities</b>	<b>Reports to</b>
<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 Maintenance	Provides oversight for all improvement efforts and make available all necessary resources for effective implementation of the SIG intervention model; communicates a compelling vision	Board of Trustees
Assistant Superintendent/District Turnaround Officer	District Funds	Will serve as the District Turnaround Officer responsible for monitoring the implementation of the model from the district level; will serve as liaison between the district and the principal; will provide	Superintendent

		targeted, job-embedded professional development and coaching support to the school administrator	
Deputy Superintendent/Director of Federal Programs	66% Title I 34% District Funds	Will assist in the coordination of all federal efforts, serve as a member of the district implementation team to provide support and resources for implementation; serve as a thought partner with the district turnaround officer in developing strategies to removing any barriers to implementation	Superintendent
Director of Accountability, Accreditation, and Academic Support	District Funds	Serve as a member of the district implementation team to provide support and resources for implementation; serve as a thought partner with the district turnaround officer in developing strategies to removing any barriers to implementation	Superintendent
Data Specialist/Coordinator	SIG	Collect, analyze, monitor leading indicator , achievement data, implementation milestones, fiscal reports and expenditures, and implement a tracking system to coordinate <b>all</b> data points, relative to SIG. <b>Provide ongoing training and support on data analysis and use</b>	District turnaround officer
Assistant Principal/Lead Teacher	District and Federal Programs	Provide targeted, job-embedded coaching support to Math and Science teachers	Director of Federal Programs and Principal

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>The principal will have autonomy in the hiring, placement, and termination of employees that are in accordance with Board Policy and provided his decisions lead to improved student outcomes.</p>	<p>NPSD believes that autonomy comes with responsibility. As such, the principal will be expected to meet his growth goals/targets and will be provided with all the necessary resources to turnaround the school. However, autonomy will continue in the event, that the sufficient progress towards meeting leading indicators or achievement goals are met.</p>
<p>School time, such as school calendar, schedules for the school day, etc.</p>	<p>The principal will have autonomy over how the time is structured within her day and will have autonomy over the structure of the extended year that is part of this application</p>	<p>The principal, in collaboration with the Superintendent and District Implementation Team, will establish interim (quarterly) goals in addition to the end of year goals that are set. A quarterly review will be held to measure if sufficient progress is being made towards effective implementation of use of the flexibility in school schedule and extendend year.</p>
<p>School procedures, such as course offerings, curriculum materials, discipline, etc.</p>	<p>The principal will have autonomy to determine course materials, and discipline at the school in accordance with policy</p>	<p>Continued autonomy will be based on the progress toward meeting leading and achievement indicator goals. Particular goals to be measured, include progress on benchmark assessments. With autonomy, curricular materials and</p>



		discipline, the school has the ingredients to significantly increase student achievement. All indicator goals are impacted by these areas will be measured using the quarterly goals established by the principal, in collaboration with the superintendent and district implementation team members.
Budgeting	The principal will have autonomy over the school's budget for her Title allocation, SIG, and any other federal or state funding assigned to the school with the expectation that all state and federal laws are followed. Funding awarded through SIG is for expenditures outlined in the grant proposal	<p>PRINCIPAL WILL HAVE AUTONOMY OF BUDGETARY DECISIONS IN ACCORDANCE WITH BOARD POLICY AND FEDERAL AND STATE LAWS.</p> <p>The principal will set goals based upon a percent of the allocation that should be expended by month and by quarter. If the school is not on track to meet expenditure goals by the end of month two, the district implementation team will intervene to support with one of the team members assuming responsibility for assisting the principal in getting his fiscal controls organized in a manner that allows timely expenditure of funds.</p>
Other important operations		

## 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.

N/A

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 Provider for ELA, Math, and Science will be requested to help improve teacher quality and assist with evaluating teacher capacity to provide rigorous instruction aligned to the MSCCRS. External providers will be expected to provide targeted professional development for teachers as well as work with individual student groups. These sessions will consist of full or half day meetings that include one-on-one, teacher assistance, large groups, and modeling best practices. An external provider for ELA, MATH, and Science are all needed due to the consistent low proficiency percentages in grades 3-5.

c) Scope of Work

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

**ELA:**

Work with teachers and students to build capacity and produce positive results with a focus on state or district teacher performance standards and the performance areas below:

Using Formative and Summative Assessments for Data Driven Decision Making and Differentiated Instruction to **ensure remediation is provided for low performing students in areas of need**

**Instructional Delivery based on CCRS State Blueprints with focused instruction provided on heavily tested standards**

Pacing, Curriculum Alignment, and lesson planning for Mississippi College and Career Readiness Standards (CCRS)

Literacy standards across Core Content Areas

Performance Tasks and Scoring Rubrics

Effective Technology Integration

Student Engagement and Motivation

Higher Order Questioning and Problem Solving

**Math:**

Customize math professional development and remediation sessions for grades 3-5 teachers and students at North Panola School District from the goal performance areas below:

Guiding teachers and students on use of the Mississippi College and Career Readiness Standards (MCCRS) for math through quality remediation sessions;

Assisting students in the development of an individual action plan they can utilize in the classroom that supports them in improving their achievement in math;

Guiding and assisting teachers and students in test-taking strategies;

Providing support to teachers and students as they learn to apply math skills to solve problems;

Guiding teachers and students as they learn to interpret their test data and use it to guide their own study habits to improve test scores.

**Science:**

Customize science professional development and remediation sessions for grade 5 science teachers and students at North Panola School District from the goal performance areas below:

Guiding teachers and students on use of the Mississippi Science Frameworks for Science through quality professional development and remediation sessions;

Assisting teachers and students in the development of an individual action plan they can utilize in the classroom that supports them in improving their achievement in science objectives;

Guiding and assisting teachers and students in test-taking strategies for MST2 (Science Test);

Guiding teachers and students as they learn to interpret their test data and use it to guide their own study habits to improve test scores.

3. School Climate

a) Needs

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

The greatest hinderance to improved academic performance at Crenshaw Elementary is the difficulty recruiting and retaining quality teachers. The teacher turnover rate has increased for the past three consecutive school years from 50% to 63%. The extremely high rate of teacher turn over combined with less than 5 years' teaching experience provides for an instability in culture.

In addition to teacher turn over, Crenshaw Elementary School experiences significantly low percentages of parental involvement. At the beginning of the current school year, a teacher provided parents instructions on signing-up for a REMIND account. The teacher only had 3 of 34 parents signed up for the teacher's informational service. Crenshaw Elementary School saw only 36% of the parents with students enrolled during the Open House event for the 2017-2018 school year.

Discipline and attendance are at an adequate level to achieve academic gains. Discipline and attendance both began to increase during the 2015-2016 school year with the implementation of the PBIS program and student conferences.

All data points lead to the same needs: the culture must be transformed to an environment that makes students and teachers want to come to school and increases parental involvement.

b) Addressing School Climate Needs through SIG

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

The School Climate Committee will address teacher morale/attrition by first assessing the current climate, creating shared personal visions and values collaboratively together as a school, and ensuring the faculty and staff work together to build a positive climate. The committee will use book studies as a strategy to help the faculty and staff examine their work ethics and beliefs concerning how they perceive the work environment and what actions should be taken to build a better school climate.

Funds from the SIG will be used to provide sign-on and retention bonuses in order to attract and retain quality, experienced teachers to Crenshaw Elementary School. Teacher recognition and incentive programs will be created to reward teachers for their efforts and accomplishments. Additionally, teachers will have the opportunity to earn performance based rewards based on student proficiency and growth.

**D. Support for Teaching and Learning**

1. Professional Development

a) Create Professional Development

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

Professional development is an integral part of our capacity building efforts. Learning Forward shares, “professional learning that occurs when these standards are fully implemented enrolls educators as active partners in determining the content of their learning, how their learning occurs, and how they evaluate its effectiveness.” Building from this, professional learning opportunities for our teachers were determined based upon input of teachers or curriculum and instruction needs assessments, administrator observations and evaluations, and school site and district wide professional development committees. This collection of data points revealed where the points of convergence lie so that teachers could receive targeted, job-specific professional development opportunities that were truly based upon their needs. Through SIG, we will offer customized, job-embedded professional development, standards aligned instruction and assessment; data analysis and use, differentiated instruction, and effective lesson planning and delivery of instruction, and integrating reading strategies across the content area .

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

The Deputy Superintendent assumes the responsibilities of a curriculum and instruction director and is responsible for district-wide professional development, in collaboration with

other key central office administrators and feedback from principals and teachers. At the building level, the principal and her Core Instructional Leadership Team organize Professional Development based on student performance and progress.

b) Embed Professional Development

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

Ongoing professional development will become a norm at Crenshaw Elementary and will be provided by the building administrators, data specialist, and district leaders. In addition, external coaching support will be brought to provide specialized training that may be needed. This external coaching support will also extend to work directly with students. Teachers participate in instructional strategies meeting weekly which have structured agendas. This meeting will be enhanced by participation from someone with content area expertise. These meetings are part of our routine and will continue to be throughout SIG. As coaching sessions are held, an administrator or district transformation officer will follow up to ensure that learning is being transferred into the classroom. Technical assistance will be ongoing from the external provider the first year with a decrease each year after that. Assessing content, materials, and other resources for standards-alignment will become standard into everyday practice.

c) Link Professional Development to Evaluation Results

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

Administrator evaluation results is one of the components of the district's evaluation tool. To ensure tight alignment between the two, all efforts and requirements will be aligned. While some professional development is for the whole group, there are other instances where the learning is customized to the teacher. As administrators make classroom observations, feedback is noted and shared. The administrative team meets to evaluate observation results, noting needs across the staff. Professional development is then customized to individual teacher needs that is reflected in the multiple points of data i.e. observations, student common assessment data, etc.

d) Staff Involvement

How are staff involved in the design of professional development?

In addition to the evaluation and observation results collected from school administrators, onsite visits from district administrators, building administrators observational feedback, and reports from external providers that have been captured across the year, staff and administrators are also administered a professional development survey. Information from across these multiple points are analyzed to determine emerging patterns/requests/concerns or issues. As this information emerges, it is captured and shared with the leadership team to develop the professional development calendar.

e) Alignment with Instructional Program

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

By design, the NPSD and Crenshaw Elementary designed an instructional program that is entrenched in job-embedded professional development. While we expect that our plans are being implemented as intended, we also have measures in place to monitor the effectiveness of implementation. This ensures that tight alignment is central to the success of implementation. Therefore, Crenshaw Elementary has routines and procedures in place in which we connect all our efforts back to the data. As curriculum and instructional audits are conducted, alignment to the instructional program is noted. It is understood that the SIG program and our school's instructional program are both developed with the same end in mind.

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	Building administrators	Monthly	50 minutes	To plan lessons, develop assessments using common assessment bank, examine student level work to determine if classroom instruction needs adjustment, and to build collaboration and offer opportunities for mentoring
Department-level (if applicable)	Grade level chairs	Bi-weekly	120	Ensure a spiraling curriculum and provide seamless services
Special services	Grade-Level Chair	Bi-weekly	50 minutes	Compliance with IDEA laws and district policy; identify progress towards meeting goals
All faculty	Principals	Bi-weekly	50 minutes	Varies
Professional Learning Communities	Building administrators	Curriculum Instruction Assessment	50 minutes	Using assessment results to drive instruction

Vertical Team Meetings	Administrator	Quarterly	120 minutes	Ensuring curriculum is vertically aligned across all grades for ELA, math, and science with social studies
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**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 surveys are sent home to parents or made available online through survey monkey. These surveys are used by school personnel to make informed decisions concerning school improvement efforts. The parent survey consists of 16 questions that captures the scope of the education program being offered. Parents are asked to respond to questions concerning students’ attitudes about learning, funding for instructional programs, support services needed, school climate, parental involvement efforts, school and home communication efforts, and parent training.

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

Under the SIG program, school leaders will have at least one Town Hall Meeting per quarter and other school-level meetings that will involve parents and the community in the decision making process for school transformation. Because we have a district account with Survey Monkey, surveys may be created and disseminated during meetings that will take place throughout the year. These meetings will allow more opportunities for parents and the community to share their opinion about the performance of the school for immediate response instead of annually.

- b) Complaint Procedures

How are complaints from families or community members currently addressed?

According to board policy KL-R, the public are entitled to make complaints in the form of a written statement to the building level principal. The principal will acknowledge receipt of the complaint and respond to the concerns within five days of the written complaint. All written complaints must include a signature and the address of the individual making the complaint. Anonymous complaints provide no avenue for response and will not be addressed.

If the complaint cannot be resolved at the building level, either party is encouraged to bring the matter to the attention of the superintendent. If all other remedies have been exhausted and a complaint cannot be resolved, the complaint may be appealed to the school board. No appeal will be heard by the board and no charges or accusations against an employee will be investigated or acted upon unless the accusations are reduced to writing, signed by the party making the complaint, and presented to the board through the superintendent.

In addition to the above, the board will request written reports be provided to the board prior to the meeting from the following:

1. The person against whom the complaint is made;
2. The principal of the school involved;
3. The superintendent;
- and 4. The complaint.

Generally, all parties involved will be asked to attend the board meeting for the purpose of the presenting any additional facts, making further explanations, and clarifying the issues.

The board will not consider or act upon complaints that have not been explored at the appropriate administrative level or complaints for which specific resolution procedures have been established that do not include board review. If the board decides to hear the complaint, the board shall make a decision which shall be sent to all parties. The board’s decision is final.

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

The school will not make any changes to the policy.

## 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	<p>Communicare has an interagency agreement with the school to provide mental health services to students grades Pre-K thru 12 that are based on referrals. There are two therapists located within the district to provide these services.</p> <p>North Sunflower Rural Clinic provides dental screening and health assessments for students in grades K-12</p> <p>VSP (Vision Services Providers) provides vouchers for free eye exams, lens and glasses for students who have no health coverage.</p>	<p>School nurse is currently working on a proposal with Smiles for You to provide bite-wing x-ray, dental clean, fluoride and sealant, and small cavity repair on site at the school.</p> <p>On-site observations and classroom presentations on diet, exercise routines and healthy lifestyles conducted by Northwest Mississippi Community College Division of Nursing.</p> <p>Note: These are in addition to continuing the services that already are in place.</p>
Parent/family education classes	The parent liaison has conducted the following parent/community activities:	The parent liaison will conduct the following parent/community activities:



	Curriculum Nights Testing Informational Meetings	Family Math Workshops Bullying Workshops Faith-Based luncheons Computer Workshops  Note: These are in addition to continuing the services that already are in place.
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1. Engagement in School Improvement

a) Parent/Family Groups

What organized family groups does the school offer?

Parent Advisory committee was developed as requirement for School At Risk (SAR). During the development of the SAR’s Plan, parents shared their concerns and provided suggestions concerning school improvements. PTO is offered but not active as we would like.

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

The Parent Advisory committee mainly assist with making decisions concerning school improvements.

The PTO seek ways to support the school by raising funds for student and teacher incentives.

Family groups will be given the opportunity to increase their presence in academic workshops, volunteer programs, and the local PTOs.

How will family groups be improved through the SIG program?

The SIG program will afford families to be more informed about how to effectively read data concerning student performance.

Parent/Family Groups will be asked to serve on the School Leadership Team and/or the District Leadership Team from time to time. In addition, the PTO will be provided guidance and support from the School Climate Committee in order to grow a parent base to support school transformation.

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?

Parent meetings (school level) and Town Hall meeting (district level) will provide awareness of upcoming events and allow parents a voice concerning what’s going on in the school. At these meetings, parents will have an opportunity to review data and plans for school improvement. Parents input will be valued as decisions are made by the leadership team. Parent meetings will provide updates after each quarterly assessment for transparency of

the data/school progress and input will be solicited to problem-solve ways home and school can will work together to meet goals that have not been met.

## **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.

Title I and District dollars

Ongoing mechanisms for family and community engagement will be provided through committee meeting, PTSO activities, and school-based activities and communication, all of which will be offered at multiple times throughout the school year and at varying times of the day to encourage as many parents and community members as possible.

The North Panola School District Board of Trustees, Superintendent, Leaders, Staff, Families, and Community understand the need to build an infrastructure to sustain gains achieved through school and district reform. Consequently, part of our exploration in applying for this grant included a thorough examination of our needs, how to efficiently address them, who and what resources are needed to address them sufficiently, how to maximize opportunities to build capacity to sustain reform, and how success has been sustained with our prior improvement efforts at North Panola High School. Given all these considerations, the superintendent along with the district implementation team and key school personnel, determined the best strategic approach to this process was to design the middle two years to build the foundation in a way that would maximize resources but minimize costs; therefore, in the last two years we begin significantly reducing our reliance upon SIG funding. To this end, the district is investing in work that tightly aligns to our needs but leverages the funding so that we are not experiencing costs at the same level each year and providing specific, ongoing job-embedded professional development for teachers and leaders. This approach allows us to implement a gradual release model. We have a targeted focus on transforming the culture and climate of Crenshaw Elementary School while also building the capacity of those supporting teaching and learning to meet the instructional needs of the students. Using this process will help the district not become dependent on the heavy infusion of funds, which will only exist for a limited time. In the initial year, we improve instructional resources and upgrade nearly obsolete technology. In the second year, we will staff those are absolutely necessary to support full, effective implementation.

The gradual release will allow us the opportunity to put measures for sustainability in place. Specifically, as we work with educational consultants and other entities, part of our contracted scope of work with consultants who are providing ongoing support to our teachers will include a sustainability plan in which the consultant will outline the company's sustainability plan for the district.

The district will also capitalize on its internal resources to build human capital. As consultants

are working with staff, instructional leaders will engage directly in the support so that they can hone the skills necessary to carry on the work during and after SIG.

Another major component of the sustainability plan is to continuously engage families and the community. The district implemented quarterly community forums this school year as a different way to engage parents. After grant funds expire, the district will continue making an authentic effort to maintain ongoing parent and community opportunities through expanding our efforts to build a broad base of community support by continuing the community meetings more frequently. A critical factor to strategically garnering continued support is reinstating the P-16 Community Engagement Council. The efforts, while powerful, are not latent with cost. As part of its ongoing commitment to involve families and the community, the district will continue absorbing any costs associated with these activities.

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.

Understanding that SIG funds are only award for four years, the district, has strategically built a plan in which we capitalize on our human resources and invest in programs with high impact but minimal cost. Thus, the district's mindset was to gradually reduce the district's reliance on SIG funds. Instead, we used the funds to give us a boost in areas in which our resources were extremely limited. In year 3 of implementation, the Academic Interventionist will be transitioned to a Title I position. The data specialist position will be integral to the sustainment of our reform. Therefore, the district is making budgetary plans to begin absorbing the full cost of the position after grant funds end.

## 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.



## 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**

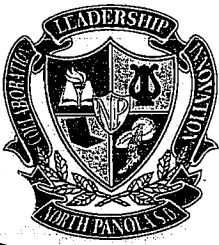
- Budgets for each of the five years for the LEA and school

# **Appendix A**

## **Consultation with Stakeholders**

- Agenda and/or meeting minutes from stakeholder consultation (Attachment 1)**
- Sign-In Form (Attachment 2)**





# NORTH PANOLA SCHOOL DISTRICT

Central Office #2  
121 McLaurin Street  
Sardis, MS 38666  
Phone: (662) 487-3029  
Fax: (662) 487-2015

Dr. Wilner Bolden III, Deputy Superintendent/Federal Programs Director

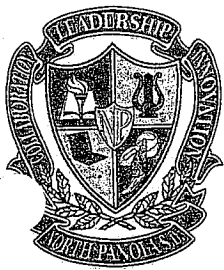
*"Providing a Quality Education for All Students"*

SIG Leadership Planning Meeting  
Wednesday, August 16, 2017  
3:30 p.m.

## Sign-In Sheet

1. Michael R. Bitt
2. Verda Taylor
3. [Signature]
4. [Signature]
5. Michelle Hume
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

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"Leadership, Collaboration, Innovation"*



# NORTH PANOLA SCHOOL DISTRICT

Crenshaw Elementary  
108 W.C. Franklin Street  
Crenshaw, MS 38621  
Phone: (662) 382-5803  
Fax: (662) 382-7122

Rachel Mckinney-Williams, Principal

## Crenshaw Elementary Faculty Meeting August 17, 2017

Facilitator: Principal Rachel Mckinney-Williams

### Agenda School Improvement Grant (SIG)

Name (Print)

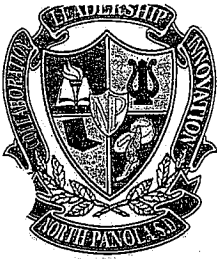
Position

1. Patricia Dodson	Computer Lab
2. Angela Key	K Asst.
3. Aron J	Teacher's Asst.
4. Brenda Peeper	Teacher's Asst.
5. Ronnie Go Ansed	4th/5th Teacher
6. Demetra Pope	4th/5th Teacher
7. Heather Stale	2 <sup>nd</sup> grade
8. Kym Shuckland	1 <sup>st</sup>

*Vision: To become an A-rated district with all A-rated schools  
"Leadership, Collaboration, Innovation"*

9.	Diondre Walker	3 <sup>rd</sup> Grade Math
10.	Wanda McKinney	Counselor
11.	Rajya Zeller	3 <sup>rd</sup> Grade Reading
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

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Rachel Mckinney-Williams, Principal

"Providing a Quality Education for All Students"

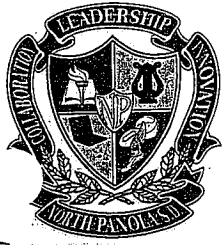
## Crenshaw Elementary Community Meeting August 17, 2017

### Agenda

#### School Improvement Grant (SIG)

1. Vernice Avant
2. Melvin H. Avant
3. Heberia Banger
4. Vanessa J. Thompson
5. Mamie Davis
6. Marilyn L. Young
7. Catherine R. Phipps
8. Brenda Moss Rucker
9. Sheela A. Armstrong
10. Jeanette Crenshaw
11. Rachel Williams
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_
16. \_\_\_\_\_

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"Leadership, Collaboration, Innovation"




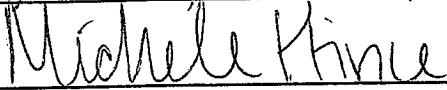
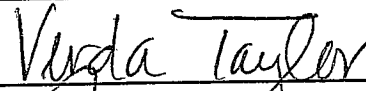

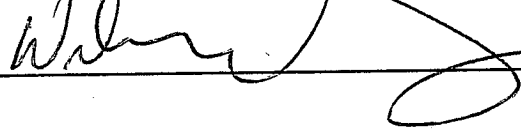
# NORTH PANOLA SCHOOL DISTRICT

Central Office  
470 Hwy 51 North  
Sardis, MS 38666  
Phone: (662) 487-2305  
Fax: (662) 487-2050

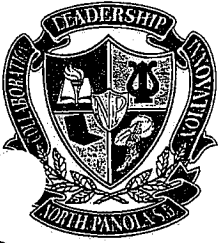
**Cedric Richardson, Superintendent**  
*"Providing a Quality Education for All Students"*

## Crenshaw Elementary SIG Grant Budget Planning Meeting

Monday, August 21, 2017  
2:30 a.m.

Signature	Printed Name
	Rachel Williams
	Michele Prince
	Verda Taylor
	Michael R. Britt
	Wilber Bolden III

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"Leadership, Collaboration, Innovation"*



# NORTH PANOLA SCHOOL DISTRICT

Central Office #2  
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Phone: (662) 487-3029  
Fax: (662) 487-2015

Dr. Wilner Bolden III, Deputy Superintendent/Federal Programs Director  
*"Providing a Quality Education for All Students"*

**SIG Leadership Planning Meeting**  
**Wednesday, August 16, 2017**  
**3:30 p.m.**

## Agenda

1. Welcome
2. Focus School Designation
  - MDE has Identified Crenshaw Elementary School as a Focus School
  - SIG (School Improvement Grant) Application Process
3. What does "Focus School" mean?
4. Evidence-Based Intervention Models
  - Turnaround Model
  - Transformation Model \*\*
  - Whole-School Reform Model
  - Closure Model
5. SIG (School Improvement Grant) Application
  - Minimum of \$50,000 per year
  - Duration of Grant: 3-4 years... funding decreases each year
  - How can funds be used?
6. Upcoming Events
  - Staff Meeting to Discuss SIG Application Process (Thursday, August 17 @ 3:30)
  - Parent/Community Meetings (Thursday, August 17 @ 5:00)
7. Dismissal

### *Quote for the Day:*

In teaching you cannot see the fruit of a day's work. It is invisible and remains so, maybe for 20 years  
Jacques Barzun

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*"Leadership, Collaboration, Innovation"*



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

## School Improvement Grant

- School Improvement Grant (SIG) is a program authorized by section 1003(g) of the Elementary and Secondary Education Act (ESEA) of 1965.
- Funds used to award competitive grants to districts that:
  - demonstrate the greatest need and
  - the strongest commitment to use funds to improve the quality of instruction and raise academic achievement of student.
- Local Education Agencies (LEAs) may be awarded 3 to 4 year grants of a minimum amount of \$50,000 per year, per school to implement one of seven intervention models.



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EDUCATION

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# Transformation/Turnaround Comparison

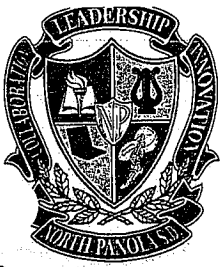
Required activities for one or both models	Turnaround	Transformation
<p><b>Principals:</b> Replace principal and provide operational flexibility to new principal (including budget); provide ongoing leadership development to create effective leaders</p> <p><b>Teachers:</b> Implement new evaluation systems of teachers based on locally adopted competencies; use student growth data as one factor in evaluating teacher performance</p>	Required	Required
<p><b>District Role:</b> New governance in which district creates a school turnaround office/district turnaround leader</p>	Requires evaluation and rehiring of teachers—can hire no more than 50 percent of current teachers	Requires new teacher evaluations but no rehiring—can retain all current teachers
<p><b>Data Use:</b> Use data to identify and implement an instructional program that is research based, vertically aligned, and aligned with state academic standards</p>	Required	Required
<p><b>Professional Development:</b> Ongoing, high quality job-embedded professional development aligned with instructional program</p>	Required	Required
<p><b>Increased Learning Time</b></p>	Required	Required
<p><b>Required activities for one or both models</b></p> <p>Meet social/emotional needs of students</p> <p><i>(Spirit Walks) / (Coping Kids Heart)</i></p> <p><i>Campus By Campus</i></p>	Provide appropriate social/emotional community services	Provide mechanisms for family and community engagement

PP  
365

*Leah  
Johns*

*(Spirit Walks) / (Coping Kids Heart)*  
*Campus By Campus*  
MDE -- Office of School Improvement





# NORTH PANOLA SCHOOL DISTRICT

**Crenshaw Elementary**

108 W.C. Franklin Street

Crenshaw, MS 38621

Phone: (662) 382-5803

Fax: (662) 382-7122

**Rachel Mckinney-Williams, Principal**

*"Providing a Quality Education for All Students"*

Crenshaw Elementary Faculty Meeting

Thursday, August 17, 2017

3:30 p.m.

## Agenda

1. Welcome
2. Focus School Designation
  - MDE has Identified Crenshaw Elementary School as a Focus School
  - SIG (School Improvement Grant) Application Process
3. What does "Focus School" mean?
4. Evidence-Based Intervention Models
  - Turnaround Model
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  - Closure Model
5. SIG (School Improvement Grant) Application
  - Minimum of \$50,000 per year
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  - How can funds be used?
6. Upcoming Events
  - Parent/Community Meetings (Thursday, August 17 @ 5:00)
7. Dismissal

*Vision: To become an A-rated district with all A-rated schools  
"Leadership, Collaboration, Innovation"*

School Improvement Grant (SIG)

Minutes from the Meeting

August 17, 2017

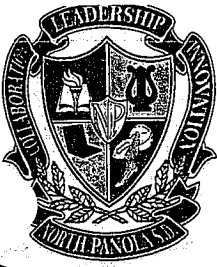
The Meeting was facilitated by Principal Rachel Mckinney-Williams.

She informed the staff that Crenshaw Elementary was a "Focused" School in accordance with the Guidelines set by MDE. As a Focused School, we were eligible to apply for the School Improvement Grant (SIG).

The different models were discussed. During the discussions, it was made known by a staff member that North Panola High School received the grant previously, under the Transformation Model. Under this model, the North Panola High School accountability rating went from a "D" to a "B". Thus, the majority agreed that the Transformation Model should be used in applying for the grant.

Mrs. McKinney-Williams thus asked for ideas about how the funds should be used to improve student achievement.

The meeting closed with Mrs. Mckinney-Williams informing everyone that the official decision would not be made until she met with the community to ensure that there was a consensus on the model to be used and to gather ideas from them as to how the funds would best be used to improve student achievement.



# NORTH PANOLA SCHOOL DISTRICT

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Fax: (662) 382-7122

**Rachel Mckinney-Williams, Principal**

*"Providing a Quality Education for All Students"*

Crenshaw Community Meeting

Thursday, August 17, 2017

5:00 p.m.

## Agenda

1. Welcome
2. Focus School Designation
  - MDE has Identified Crenshaw Elementary School as a Focus School
  - SIG (School Improvement Grant) Application Process
3. What does "Focus School" mean?
4. Evidence-Based Intervention Models
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*Vision: To become an A-rated district with all A-rated schools  
"Leadership, Collaboration, Innovation"*

Crenshaw Elementary  
Community Meeting

Agenda

School Improvement Grant (SIG)

Minutes from the Meeting

August 17, 2017

5:00 p.m.

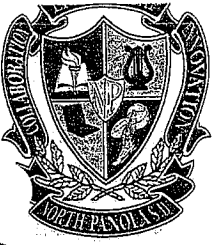
Principal McKinney- Williams attended the Crenshaw Community Meeting held by the local P-16 Council.

She informed the community that Crenshaw Elementary was a "Focused" School in accordance with the Guidelines set by MDE. As a Focused School, we were eligible to apply for the School Improvement Grant (SIG).

The different models were discussed. It was made known that North Panola High School received the grant in previously using the Transformation Model. Under this model, the North Panola High School accountability rating went from a "D" to a "B". The community was excited and readily agreed that we should use the same model for our application.

Mrs. McKinney-Williams thus asked for ideas about how the funds should be used to improve student achievement.

She asked them for ideas and thanked them for allowing her to speak. She also told them that there would be more information in the near future.



# NORTH PANOLA SCHOOL DISTRICT

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Sardis, MS 38666  
Phone: (662) 487-2305  
Fax: (662) 487-2050

**Cedric Richardson, Superintendent**  
*"Providing a Quality Education for All Students"*

## School Improvement Grant Budget Meeting Monday, August 21, 2017

### Agenda:

- Purpose of meeting
  - Discuss the budget for the duration of the SIG
- Assignment of numerical values to proposed implementation tools
  - Year-by-year
- Sustainability measures
  - Gradual release of responsibility to district
  - Gradual release of select supports
- Year-by-year review
  - Adjustments of costs
  - Adjustments of supplemental resources
- Final review
  - Grand total by year
  - Grand total for the duration of the grant

# Crenshaw SIG Year 1

\* Incentives

\* Data Specialist

~~34,000~~  
~~12,544~~  
\* Intentions

34,000  
12,544 → 46,544  
\* Supplies: 7,000

Classwork → 110,500

\* Technology (Active Panels + Computer)

29,400      21,250  
Chrome Carts LAB  
16,800

\* Professional Development

Classwork  
\$17,500

\* Kirkland

\$145,000

\* Education Opportunity

~~\$7,000.00~~

\* Subs.

\$30 / 5.60

With  
Pedins

\$287,140.00

# Crenshaw SIG Year 3

- \* Data Specialist ✓
- \* Academic Inter. Reading ✓
- \* Academic Inter. Math ✓

- \* Incentives ✓  
~~00000~~ \$17,000
- \* Sign-on ✓  
~~20000~~ \$16,000

~~0000~~  
 \* ~~Education~~ (opportunities) (After school)

- \* Intentions ✓ 10,500 (B) (After school)
- \* Supplies (down arrow) 5,000 (B) (After school)

- \* PD - X+II (down arrow)
- \* Summer School (E) (4 weeks)

\* Subs. (down arrow) 1,766.60 \$23,000

9,224,113.00

# Crenshaw SIG Year 4

\* Data Specialist ✓

\* Academic Interv. (↓) 45,000 + 15,119

\* Incentives ✓ ~~17,000~~ \$17,000

\* Sign-on ~~116,000~~ 116,000

\* Interventions 10,500

\* Supplies (↓) 3,000

\* PD - ~~111~~ (↓) \$22,400

\* Subs (↓) 766.60 \* Summer School (E) 4 weeks (B) 2 weeks \$216.55

\* What do they look like? Lined to instruction

Distr

1. Pol (E)



# Crenshaw SIG Year 2

Data Analyst	47,000
Benefits	<del>15,000</del>
	15,119
	<hr/>
	\$60,119

Reading Inter. <del>workbook</del>	40,000
Math	40,000
Benefits	15,119
x 3	

\* Incentives

\* Supplies - 7,000  
 classwork \$1,500

\* Sign-on ~~\$17,000~~  
 \$23,000

~~\* Extended Offer~~

\* Incentives \$10,500

\* After school  
 \$33,600 + \$2,203

\* PD - I + II

~~XXXXXXXXXX~~

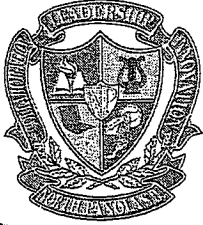
Summer \$16,378  
 School

\* Subs. 309560 B (2wks) E (4wks)  
 \$249,092.00

# **Appendix B**

## **Consultation with Stakeholders**

- Agenda and/or meeting minutes from the Board meeting at which the application was approved (Attachment 3)**



# NORTH PANOLA SCHOOL DISTRICT

Central Office  
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Sardis, MS 38666  
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Fax: (662) 487-2050

Cedric Richardson, Superintendent

*"Providing a Quality Education for All Students"*

## MEMORANDUM

To: North Panola School Board of Trustees

From: Dr. Wilner Bolden, Deputy Superintendent

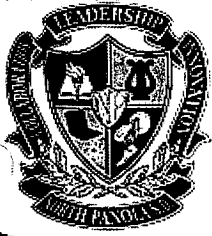
Date: July 20, 2017

Re: School Improvement Grant (SIG) Application

Please accept this request to allow the North Panola School District to submit the School Improvement Grant (SIG) 1003(g) LEA Application to the Mississippi Department of Education for Crenshaw Elementary.

Thank you for your consideration in this matter.

*Vision: To become an A-rated district with all A-rated schools  
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**Cedric Richardson, Superintendent**

*"Providing a Quality Education for All Students"*

## **BOARD OF TRUSTEES' REGULAR MEETING NORTH PANOLA SCHOOL DISTRICT**

**DATE:** Tuesday, August 22, 2017 at 5:30 PM  
**LOCATION:** North Panola High School Library

### **AGENDA**

- I. CALL TO ORDER
- II. INVOCATION AND PLEDGE OF ALLEGIANCE
- III. ADOPTION OF AGENDA (Board Policy BCBD)
- IV. APPROVAL OF MINUTES (Board Policy BCBH)
  1. July 25, 2017
- V. ACKNOWLEDGEMENTS
  1. NP Board of Trustees, Completion of Board Development Training (Board Policy BBBC)
- VI. SUPERINTENDENT'S REPORT
  1. Schools At-Risk (SAR) updates for Crenshaw Elementary and NP Junior High School
  2. School Improvement Grant (SIG) Update to board and community.
  3. NPSD 2017-2018 SY Enrollment
  4. NPSD Rosters for 2017-2018
  5. 2017-2018 Bus Drivers and School Assignments
  6. District Organizational Chart
  7. News Release: MDE Releases Statewide Assessment Results for ELA and Math.
  8. NPSD State Test Data for the 2016-17 school year.
- VII. CONSENT AGENDA (Board Policy BCBL)
  1. Acceptance of the donation from Mr. Braxton Stowe and the Barksdale Reading Institute of 40 chromebooks and 1 chromebook cart.
  2. Approval for the North Panola High School Basketball program to host a NPHS alumni basketball game on Thursday, October 5, 2017.
  3. Approval of the following fundraisers for Como Elementary and North Panola Junior High School choirs:

- a. Fall/Christmas Concert
  - b. Talent Show
  - c. Spring Concert
  - d. Bucket Drop
  - e. Car Wash
  - f. Bake Sale (Como Elementary only)
  - g. 3-on-3 Tournament (NPJH only)
  - h. Krispy Kreme Doughnut Sell (NPJH only)
4. Approval of the annual NPSD 5k Walk/Run in honor of Breast Cancer Awareness Month on October 14, 2017.
  5. Approval of the master list of school bus turn-arounds for NPSD for the 2017-2018 school year.
  6. Approval of the NPSD Wellness Policy for 2017-2018 school year.
  7. NPSD Data and Collection Policy and Procedures Manual for 2017-2018.
  8. Approval of the NPSD Football Security Plan for 2017-2018.
  9. Approval of the NPSD Coaching Assistance Manual for 2017-2018.
  10. Approval of the NPSD Instructional Management Plan for the 2017-2018 school year.
  11. Approval of the Plan of Services English Learners (EL).
  12. Approval of NPSD Plan of Services for Homeless, Policy and Procedures for Homeless.
  13. Approval of the SIG FY2015/FY2016 1003(g) Intent to Submit Proposal Form and LEA Assurances for Crenshaw Elementary and North Panola Junior High School.
  14. Approval of FY16 Title VI Amendment.
  15. Approval of the following requests from North Panola Career and Technical Center:
    - a. Field Trips to the following businesses:
      - 1) Memphis Zoo Industry Visit - September 2017
      - 2) Memphis Stone & Gravel - November 2017
      - 3) Allen & Hoshall Engineers - January 2018
      - 4) Federal Bureau of Investigations - January 2018
    - b. Approval to allow select Health Science students to participate in work-based learning (WBL) with the district nurse.
  16. Approval of the Memorandum of Agreement between North Panola School District and Teach for America, Inc.
- VIII. APPROVAL OF FINANCIAL REPORTS
- a. Statement of Fund Balances (Board Policies DI & DIB)
  - b. Reconciliation of District Bank Statements (Board Policy DI)
  - c. Statement of Revenues and Expenditures (Board Policies DI, DIB, & DJ)

d. Budget Status Report (Board Policies DC, DIB, & DJ)

e. Cash Flow Report - District Maintenance Fund (Board Policies DI & DIB)

#### IX. ITEMS FOR ACTION

1. Approval of the following Claims Dockets for Tuesday, August 22, 2017: (Board Policies DIB & DJ)
  - District Maintenance, Special Education, Federal Programs & Others:  
#62293 thru #62452 totaling \$230,087.06
  - School Food Service:  
#25381 thru #25421 totaling \$24,339.03
2. Approval to reschedule the December board meeting to Tuesday, December 19th, due to Christmas Break.
3. Approval for the North Panola Board of Trustees to travel to the following out-of-state conferences.
  - a. NSBA Advocacy Institute Conference in Washington, D.C. on January 29-31, 2018. (No Credit)
  - b. NSBA Annual Conference in San Antonio, Texas on April 7-9, 2018. (6 hrs. Credit)
4. Approval to accept the higher bid from The Bailey Group for ELA professional development for 3rd thru 5th for Crenshaw Elementary and 6th thru 8th grade teachers at NPJH due to its record of improvements on MAAP Assessments and the providing of additional curriculum and reading guides to the district at no additional cost.
5. Approval of the following professional development proposals between The Kirkland Group and NPSD:
  - a. Math for 3rd - 5th grade teachers at Crenshaw Elementary.
  - b. Math for 6th thru 8th grade teachers at NPJH.
  - c. Algebra I for NPHS teachers.
  - d. English II for NPHS teachers.
6. Approval of the professional development proposal between The Excellence Group and NPSD for 5th thru 8th science.
7. Approval of Personnel for August 22, 2017:
  - a. Employment Resignations:
    - 1) Wayne A. Freeman, Sr., Child Nutrition Worker, Como Elementary
  - b. Employment Recommendations:
    - 1) Ronnie Sneed, 4th & 5th Gr. Math/Science Teacher, Crenshaw Elementary
    - 2) Erica Parks, Data Specialist, North Panola Junior High School
    - 3) Coral Harris-Thomas, Academic Interventionist, North Panola Junior High School
    - 4) Lesa Scott, Dual Enrollment Instructor, North Panola High School

- 5) Rosalind Fletcher, SPED Assistant, Green Hill Elementary
- 6) Demetria Eppenger Polk, Long-Term Sub., Crenshaw Elementary
- 7) Daryleshia Ward, Long-Term Sub. for STEM, North Panola Junior High School
- 8) Marie Keys, 1st Gr. Teacher Assistant, Crenshaw Elementary
- 9) Shamekia Lowe, Long-Term Sub. - Geometry, North Panola High School
- 10) Sara Haden, Math Team Leader/Chair, North Panola Junior High School
- 11) Latasha Shaw, Special Education Homebound Teacher, District
- 12) Charlotte Pettis, Special Education Homebound Teacher, District
- 13) Stacey Carr, CN Assistant Manager, Green Hill Elementary
- 14) Latasha Jones Shaw, Special Education Teacher, Como Elementary School
- 15) Cornelia Gardner, District Volunteer, NPCTC
- 16) Barbara Webster, Transporter of Crenshaw Counselor
- 17) Sheila Kelson, Transporter of Crenshaw Counselor
- 18) James Heffner, After-school bus driver- dual enrollment, NP High School
- 19) Demarcus Helm, Sub. Bus Driver, Various Routes as Needed
- 20) James E. Pride, Jr., Sub. Bus Driver, Various Routes as Needed
- 21) Sadie Mabry, Sub. Bus Monitor, Various Routes as Needed
- 22) Carlos Coleman, Sub. Bus Driver/Monitor, Various Routes as Needed
- 23) Marlon Logan, Sub. Bus Driver/Monitor, Various Routes as Needed
- 24) Arnell Moten, Sub. Bus Driver/Monitor, Various Routes as Needed
- 25) Roderick Willingham, Sub. Bus Driver/Monitor, Various Routes as Needed
- 26) Mack Williams, Sub. Bus Driver/Monitor, Various Routes as Needed
- 27) Barbara Webster, Sub. Bus Driver/Monitor, Various Routes as Needed
- 28) Earnie Wright, Sub. Driver/Monitor, Various Routes as Needed
- 29) Carl Diffee, Sub. Bus Driver/Activity, Various Routes as Needed

X. PUBLIC COMMENTS (3 minutes per individual) (Board Policy BCAF)

XI. DISCUSSIONS ITEM

1. Shared Use Agreement between Town of Como and NPSD.
2. 2018 MSBA Legislative Survey

XII. REVIEW ITEMS

1. Board Member Training Report for the 2016-2017 school year. (Board Policy BBBC)
2. Board Member School Visitation Form (Board Policy BBBCB)
3. MSBA 2017-2018 Training and Development Schedule.

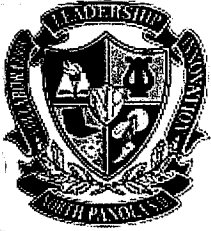
XIII. INFORMATIONAL ITEMS

1. NPHS Football and Volleyball schedules for 2017-2018 school year.

2. Green Hill Elementary Community Brunch with Principal on August 22, 2017 at 9:00 a.m.
3. NPSD Board of Trustees' Work Session/Retreat on Saturday, August 26, 2017 in the conference room of Central Office #1 at 10:00 a.m.
4. Upcoming regular board meeting will be Tuesday, September 19, 2017 in the library of the North Panola High School at 5:30 p.m.
5. MSBA Continuing Board Development Courses for board members in Batesville, MS on September 11-12, 2017.
6. MSBA Policy Conference in Jackson, MS on September 25-26, 2017.
7. MSBA Fall Leadership Conference in Jackson, MS on November 13-14, 2017.

XIV. ADJOURNMENT





# NORTH PANOLA SCHOOL DISTRICT

**Central Office**  
470 Hwy 51 North  
Sardis, MS 38666  
Phone: (662) 487-2305  
Fax: (662) 487-2050

**Cedric Richardson, Superintendent**

*"Providing a Quality Education for All Students"*

## **BOARD OF TRUSTEES' REGULAR MEETING NORTH PANOLA SCHOOL DISTRICT**

**DATE:** Tuesday, July 25, 2017 at 5:30 PM  
**LOCATION:** North Panola High School Library

### **AGENDA**

- I. CALL TO ORDER
- II. INVOCATION AND PLEDGE OF ALLEGIANCE
- III. ADOPTION OF AGENDA (Board Policy BCBD)
- IV. APPROVAL OF MINUTES (Board Policy BCBH)
  1. June 19, 2017 (Budget Work Session)
  2. June 26, 2017 (Budget Hearing and Regular Meeting)
  3. July 7, 2017 (Special Called Meeting)
- V. ACKNOWLEDGEMENTS
- VI. PRESENTATION
  1. Lataisha Jackson, District 11 Representative
- VII. SUPERINTENDENT'S REPORT
  1. Schools At-Risk (SAR) updates for Crenshaw Elementary and NP Junior High School
- VIII. CONSENT AGENDA (Board Policy BCBL)
  1. Acceptance of the donation in the amount of \$500.00 from Guaranty Bank & Trust Company to the North Panola High School Football Team.
  2. Acceptance of the following donation to aid in the building of the Lisa Boothe Memorial Playground at Green Hill Elementary:
    - a. McKenzie Haymans, PLLC. - \$100.00
  3. Approval to dispose of financial records prior to July 1, 2012.
  4. Approval of the 2017-2018 tax resolution to be presented to the Panola County Board of Supervisors.
  5. Approval of the School Improvement Grant (SIG) 1003(g) LEA Application for Crenshaw Elementary.
  6. Approval of the FY18 School Improvement Grant (SIG) 1003(g) for North Panola

Jr. High School.

7. Approval of the North Panola School District's Occupational Safety and Crisis Response Plan w/school addendums for the 2017-2018 school year.
8. Approval of the 2017-2018 NPSD Faculty/Staff Handbook.
9. Approval of the 2017-2018 Elementary and Secondary Handbooks.

IX. APPROVAL OF FINANCIAL REPORTS

- a. Statement of Fund Balances (Board Policies DI & DIB)
- b. Reconciliation of District Bank Statements (Board Policy DI)
- c. Statement of Revenues and Expenditures (Board Policies DI, DIB, & DJ)
- d. Budget Status Report (Board Policies DC, DIB, & DJ)
- e. Cash Flow Report - District Maintenance Fund (Board Policies DI & DIB)

X. ITEMS FOR ACTION

1. Approval of the following Claims Dockets for Tuesday, July 25, 2017: (Board Policies DIB & DJ)
  - District Maintenance, Special Education, Federal Programs & Others:  
#62181 thru #62292 totaling \$184,553.92
2. Approval of the request to release students from the North Panola School District to attend Tate County School District.
3. Approval to reschedule the September board meeting to Tuesday, September 19th, due to the MSBA continuing education courses and the MSBA policy conference.
4. Approval of the MOU between Aaron E. Henry Community Health Service, Inc. and North Panola School District.
5. Approval of contractual agreements between the North Panola School District and the following entities to provide services for the special services department. (Board Policies IFB & IDDF)
  - a. C & M Therapy for physical and occupational therapy
  - b. Behavior, Attention and Development Disabilities Consultant for psychological services
6. Approval of revisions to the following policies:
  - a. JDDA - Bullying or Harassing Behavior
  - b. JDDA-P - Students Complaints of Bullying or Harassing Behavior - Procedures
7. Approval of the following requests from North Panola Career and Technical Center:
  - a. Acceptance of the Perkins Reserve Fund Grant in the amount of \$25,000 to purchase capitalize equipment for the automotive program.
  - b. Increase of the course unit value for Health Sciences and Engineering from 4.0 to 4.5.

- c. Participation in the following fundraisers:
  - 1) Sell of healthy snacks during break time
  - 2) Sell of items created by the Engineering classes
  - 3) Horizon Popcorn Sale
  - 4) J & J Candle Sale
  - 5) Fall Fruit Sale
  - 6) Golf Tournament
8. Approval to open a separate activity/checking account for the North Panola High School basketball teams.
9. Approval of the request to accept the higher bid and purchase from SchoolStatus, LLC due to past success with the particular program. (Board Policy DJED)
10. Approval to expend FY16 and FY17 Carryover funds for federal programs.
11. Approval of Federal Programs Title VI Amendments for FY17.
12. Approval of the reimbursement of expenses to Michael Britt while serving as NPJHS Interim Principal.
13. Approval to apply for Special 3-Year Licenses for the following teachers:
  - a. Latasha Shaw Jones, Special Education, Como Elementary School
  - b. Lynn Amos, English Language Arts, Green Hill Elementary
  - c. Yolanda Moore, Elementary Education, Crenshaw Elementary
14. Approval of Personnel for July 25, 2017:
  - a. Employment Resignations:
    - 1) Rachel McKinney, Paraprofessional, CDC Como Elementary
  - b. Employment Recommendations:
    - 1) Danderia Walker, Guidance Counselor, North Panola High School
    - 2) Deotis Gardner, 4th/5th Math/Science Teacher, Crenshaw Elementary
    - 3) Kenya Braxton, Special Education Teacher Assistant, Como Elementary
    - 4) Yolanda Moore, Long-Term Substitute, Crenshaw Elementary
    - 5) Christi Foster, Long-Term Substitute, Como Elementary
    - 6) Latasha Shaw, Long-Term Substitute, Como Elementary
    - 7) Lance McKinney, Long-Term Substitute, NP Career and Technical
    - 8) Deandre Walker, Long-Term Substitute, Crenshaw Elementary School
    - 9) Kim Strickland, Long-Term Substitute, Crenshaw Elementary
    - 10) Maretha Black, Volunteer, NPCTC
    - 11) Charles Blakely, Volunteer, NPCTC
    - 12) Earnest Hall, Child Nutrition Worker, Como
    - 13) Narji Webb, Child Nutrition Worker, NP High School
    - 14) Kim Mottley, Child Nutrition Worker, NP High School

- 15) Nathan Hooks, Child Nutrition Worker, Crenshaw Elementary
- 16) Christopher Yancy, Athletic Director/Head Boys Basketball Coach, North Panola High School
- 17) Carl Diffie, Head Football Coach/Head Track Coach, North Panola High School
- 18) Marc Cobb, Defensive Coordinator Coach, NPHS
- 19) Pam Preston, Head Cheer Coach, North Panola High School
- 20) Daphne Thomas, Head Girls Basketball Coach/Asst. Track Coach, NPHS
- 21) Caleb Vaughn, Assistant Boys' Basketball Coach, North Panola High School
- 22) DeMarcus Helm, Assistant Girls' Basketball Coach/Offensive Coordinator Football Coach, North Panola High School
- 23) Greg Kennedy, Head Power Lifting Coach/Asst. Football Coach, North Panola High School
- 24) Tamara Townsend, Head Girls Volleyball Coach, NP High School
- 25) Mattie Fenner, Asst. Girls Volleyball Coach, North Panola High School
- 26) Dewayne Nichols, Head Baseball Coach, NP High School
- 27) Keith Powell, Athletic Director, North Panola Junior High School
- 28) Dewayne Nichols, Head Baseball Coach, NPJH
- 29) Caleb Vaughn, Head Boys Basketball Coach/Asst. Football Coach, NPJH
- 30) Rashaad Mackey, Head Football Coach/Head Track Coach, North Panola Junior High School
- 31) Mattie Fenner, Head Cheerleading Coach, NPJH
- 32) Rufus Wright, Assistant Football Coach, NPJH
- 33) Anterior Ballentine, Head Girls Basketball Coach, NPJH
- 34) Harold Lewis, Asst. Girls & Boys Basketball Coach, NPJH

XI. DISCUSSION ITEMS

1. Scheduling of board retreat to evaluate district goals.

XII. PUBLIC COMMENTS (3 minutes per individual) (Board Policy BCAF)

XIII. INFORMATION ITEMS

1. MSBA Continuing Board Development Training in Batesville, MS on September 11-12, 2017.
2. MSBA Policy Conference in Jackson, MS on September 25-26, 2017.

XIV. ADJOURNMENT

# **Appendix C**

## **Consultation with Stakeholders**

- LEA's model request for proposal  
(Attachment 4)**
- External provider interview or  
evaluation tools (Attachment 5)**
- LEA's model memorandum of  
understanding (Attachment 6)**

# 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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ATTACHMENT B – PROPRIETARY INFORMATION .....[39]

**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**

**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**



**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:

<b>Hand Deliver Proposals to:</b>	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:

- Working with other school districts in Mississippi to implement and to provide student remediation.
- Carrying out projects on approved schedule, and
- Consultants should have documented expertise in the area of their work's focus.

#### Minimum Qualification Standards as set by Sample School District

- Five years of classroom experience in specified area
- Consultant holds B.S. Degree and is highly qualified in content area
- Consultant is technological literate
- Consultant is able to demonstrate the needed expertise and knowledge in subject areas
- Consultant must demonstrate lesson planning skills
- Track record of improvement in student achievement (MCT-2, & SATP-2 test scores)
- 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
<b>Efficacy of Plan</b>	20	
<ul style="list-style-type: none"> <li>• Project supports improved student achievement with intense student remediation services that is evidence-based and sustained within the classroom with students and teachers</li> <li>• Plan includes a detailed timeline of services</li> <li>• Project provides evidence of consultant's clear knowledge of 2006 Mississippi Language Arts Framework, Revised</li> <li>• Plan provides evidence of consultant skills and knowledge regarding Competencies: Vocabularies, Reading Comprehension, Writing, and Grammar</li> <li>• Plan shows documented evidence where a high percentage passing rate in English II is accomplished from previous services by vendor.</li> <li>• Plan includes a detailed timeline of services</li> </ul>		
<b>Evaluation of Plan</b>	20	
<ul style="list-style-type: none"> <li>• Project includes measurable objectives and targets that describe progress toward meeting the goals and objectives established</li> <li>• Project includes measurable objectives for improved student academic achievement as measured by SATP-2</li> </ul>		
<b>Demonstration of Need and Research-Based</b>	10	
<ul style="list-style-type: none"> <li>• Project provides evidence-based student remedial activities</li> <li>• Project addresses the results of a comprehensive assessment of Student performance and remediation needs</li> </ul>		
<b>Qualifications , References, and Experiences</b>	20	
<ul style="list-style-type: none"> <li>• 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</li> <li>• Plan provides specific evidence of vendor's experience in turning around low-performing academic situations.</li> <li>• 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</li> <li>• Plan must give name and resume' of individual to be assigned to Sample School District</li> <li>• Plan addresses vendor's processes for adjusting vendor staff and/or activities that do not meet the needs of XXSD.</li> <li>• Consultant must meet standards set forth by Sample School District</li> </ul>		

Budget and Cost Effectiveness	30	
<ul style="list-style-type: none"> <li>• Budget relates to the scope and requirements of the project</li> <li>• Budget includes all presentation materials to be supplied by vendor</li> <li>• 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</li> <li>• A daily cost is set based on a full day supplied by vendor</li> </ul>		
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](http://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 \_\_\_\_\_

**PART VI**

**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

**PART VII**

**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.

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Offeror Signature \_\_\_\_\_ Date \_\_\_\_\_

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Title of Request for Proposal \_\_\_\_\_

\*Please check appropriate response

**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]

# **Appendix D**

## **District Capacity for Selected Interventions**

**LEA's Schedule of Findings and  
Questioned Costs from the most recent audit  
(Attachment 7)**

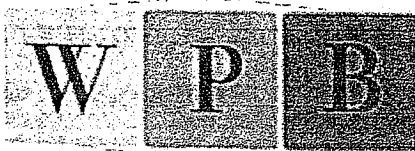
**Schoolwide Plan (Attachment 8)**

**Current Priority/Focus School Action Plan,  
if applicable (SAR Action Plan)  
(Attachment 9)**



**NORTH PANOLA SCHOOL DISTRICT**

**Audited Financial Statements  
For the Year Ended June 30, 2014**



**WILLIAMS-PITTS-BEARD, P.C.  
CERTIFIED PUBLIC ACCOUNTANTS**

NORTH PANOLA SCHOOL DISTRICT

Schedule of Findings and Questioned Costs  
For the Year Ended June 30, 2014

Section I: Summary of Auditor's Results

Financial Statements:

- |  |               |
|--|---------------|
| 1. Type of auditor's report issued on the financial statements                               | Unmodified    |
| 2. Material noncompliance relating to the financial statements?                              | No            |
| 3. Internal control over financial reporting:  |               |
| a. Material weakness(es) identified?   | No            |
| b. Significant deficiency(ies) identified that are not considered to be material weaknesses? | None Reported |

Federal Awards:

- |  |               |
|--|---------------|
| 4. Type of auditor's report issued on compliance for major federal programs:                 | Unmodified    |
| 5. Internal control over major programs:   |               |
| a. Material weakness (es) identified?  | No            |
| b. Significant deficiency(ies) identified that are not considered to be material weaknesses? | None Reported |
| 6. Any audit finding(s) reported as required by section ____ .510(a) of Circular A-133?      | No            |
| 7. Federal programs identified as major programs:  |               |
| a. Title I – grants to local education agencies<br>CFDA#84.010                               |               |
| b. Child nutrition cluster<br>CFDA #10.553<br>CFDA #10.555<br>CFDA #10.559                   |               |

NORTH PANOLA SCHOOL DISTRICT

Schedule of Findings and Questioned Costs  
For the Year Ended June 30, 2014

- |   |                  |
|---|------------------|
| 8. The dollar threshold used to distinguish between type A and type B programs:   | <u>\$300,000</u> |
| 9. Auditee qualified as a low-risk auditee?   | <u>No</u>        |
| 10. Prior fiscal year audit finding(s) and questioned cost relative to federal awards which would require the auditee to prepare a summary schedule of prior audit findings as discussed in Section ____ .315(b) of OMB Circular A-133? | <u>Yes</u>       |

Section II: Findings Related to the Financial Statements

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 Award Findings and Questioned Costs

Significant Deficiency

The results of our tests did not disclose any findings and questioned costs related to the federal awards.

School Plan - Demographics

NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev 1

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	142	67	75	0	136	0	0	5	1	142	9	0	0	0	0
2015-16	148	68	80	0	141	0	0	7	0	148	13	0	0	0	0

School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	137.09	41	
2015-16	140.19	14.5	

School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

Crenshaw Elementary School is a Kindergarten through 5th grade elementary school located in the municipality of Crenshaw, MS. The school is located in the rural Mississippi delta. Currently, the student enrollment at Crenshaw Elementary School is 148. Presently, there is one section of Kindergarten students, (2) sections of 1st grade students, (1) section of second grade students, (1) section of 2nd grade students, (1) section of 3rd grade students, (1) section of 4th grade students, and (1) section of 5th grade students.

Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)

The town of Crenshaw has a population of approximately 905 as of July 1, 2015. It is located in the counties of Quitman and Panola. Of the total population, there are approximately 7.3% college-educated residents, and 73.2% who have a high school diploma or GED. The majority of the people who live in Crenshaw, MS are Black or African-American. 60.9% of people in Crenshaw, MS are single and 39.1% are married.

Crenshaw has a poverty rate of 26.8%. The median income is \$15,136. The unemployment rate is approximately 14.7%.

Homes in Crenshaw are an average of 36 years old. The only nearby industry is Kentucky-Clay Factory, and is located in the town of Sledge, MS. Therefore, most residents commute to work in regional towns which include, but are not limited to: Batesville, Marks, Senatobia, Southaven, and Robinsonville.

Dollar General is the only major store available for residents to shop at. There are 2-3 venues to purchase fast food, and 2 gas stations. The main street has several buildings that have deteriorated over the years, but the store fronts remain in tact. There are very limited sources of entertainment available for Crenshaw residents; however, churches and the public library often provide activities for members of the community and their families to attend.



School Plan - Accountability Data

NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev 1

Check the box that reflects your school accountability designation

Two-Year School Accountability Designation					
Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Accountability Designation - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

The most recent student achievement data shows that students are performing below grade level. Some of the reasoning supporting lack of student achievement are: lack of parental involvement, lack of motivation among students, little collaboration among subject-area teachers, and insufficient use of differentiated instructional resources.

Some areas of strength include: No major discipline concerns, high promotion rates, students attend school regularly, and students seem to transition well from elementary to junior high school.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency	18		20					
Growth All Students								
Growth Low 25%							2015-16	
Accountability Grade							Select...	
Total Points								

Elementary and Middle Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

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																

	2014-15										2015-16									
Growth All Students																				
Growth Low 25%																				
Accountability Grade																				
Total Points																				

High Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

College and Career Readiness 11th Grade ACT Scores

Year	Composite	English	Math	Reading	Science
2014-15					
2015-16					

ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Student Promotion Data (% Promoted)

Year	K	1	2	3	4	5	6	7	8
2014-15	100%	100%	100%	96%	100%	100%	0%	0%	0%
2015-16									

Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

During the 2014-2015 school year, all students in all grades were promoted except for in grade 3. Based upon baseline data from the 2015-2016 school year, it was apparent that many of those students should have been retained, because their levels of skill mastery in ELA and Mathematics indicated that they had not mastered the previous grade level skills at a level that would indicate mastery. Therefore, at the end of the 2015-2016, students retention increased, because those students had not solidified skills at prior grade levels, which hindered skill mastery at the current grade level.

Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.

Transition of students from grade 5 to the Junior High school seemed to be smooth, overall.



School Plan - School Climate and Culture

**NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev**

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**Out-of-School Suspensions**

	2014-15		2015-16	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	39		45	
IEP	2	5.13%	13	28.89%
EL	0	0%	0	0%
Asian	0	0%	0	0%
BLK/AA	39	100%	45	100%
His/Lat	0	0%	0	0%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	0	0%	0	0%

What discipline issues if any impact student achievement/growth?

Most discipline issues consist of students being disrespectful to teachers and/or their peers. The greatest discipline issue that impacts student achievement is when students are not focused and therefore, are not tuned into the instructional going forth in class.

What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

The school uses the PBIS. Each classroom has a consistent set of rules, consequences, expectations, and rewards. The school also has a PBIS store where students go to shop every other Friday. Here, they spend the school's Cougar Cash they have earned for positive behavior, exhibiting good citizenship, and exemplifying good character. The store has various prizes that students can redeem their Cougar Cash for.

Summarize other factors impacting climate and culture. (optional)

School Plan - Dimension 1: Student Achievement

NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev 1

Language Arts		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		SATP2/Eng. II	
Year		Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...
2015		Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...
2016		Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...

\*UnVSc: Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

Language Arts - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Mathematics		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
Year		Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...
2015		Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...
2016		Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...

\*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.

Subject Area Data Grades 9-12		Algebra		Biology		English		U. S. History	
Year		Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...
2015		Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...
2016		Select...	Select...	Select...	Select...	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.

ESEA Annual Measurable Objectives

Reading/Language Arts

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
BIK/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
BIK/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

Annual Measurable Objectives - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

1

**Teacher Retention Trends**

Year	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2014-15								
2015-16	6	66	1	11	1	11	1	11

**Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.**

Teachers are recruited via the district's website (Talent-ED). Members of the district recruiting team also attend regionally-located teacher recruitment fairs at colleges and universities in our area. Teachers are retained via provision of quality professional development, support, and continuous feedback on their instructional practices. Teachers are evaluated via informal drop-in evaluation, formal evaluations, and other elements of the MSTAR (Mississippi Teacher Assessment Rubric).

**Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.**

Teachers are licensed through the state of Mississippi in the area(s) in which they teach. Paraprofessionals must have 48 hours of college credit or have successfully passed the ACT Work Keys assessment in order to be employed within the North Panola School District. All paraprofessionals work under the direct supervision of a certified teacher.

**Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.**

The school uses the Mississippi College and Career Ready standards and the North Panola School District Instructional Management plan as a guide for planning and implementing accelerated, high quality instruction. Continuous professional development is given to teachers and staff on researched best practices and instructional strategies for students. Diagnostic and progress monitoring data is utilized to drive instruction, and intervention with students.

**Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.**

The i-ready program is being utilized in Reading and Mathematics. The diagnostic and progress monitoring assessments; teacher toolbox within this program, adaptive interventions, and additional practice allow teachers to assess students' strengths, deficits, appropriate interventions, and note

progress being made along the way.

**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 school's instructional plan of action is as follows: diagnostic assessments, differentiated instruction, small group intervention, progress monitoring, and adjustment of instructional practices based upon student achievement. Teachers engage in continuous professional development on research-based best practices that have been tried and tested to increase student achievement.

**Will federal funds be used to extend learning time? If yes, please explain.**

Yes. The 21st Century After-school program is utilized to extend the learning from the regular school day. These funds will be utilized to pay for instructional materials, bus transportation, extra curricular activities, and staff salaries.

**Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school.**

A sample group of teachers and support staff are members of the school's leadership team. Within this team, these individuals bring back the ideas of their peers, suggestions, and information gained from professional development opportunities that would enhance the school's overall instructional program. Teachers meet as part of our school's Teacher Support Team (TST) to analyze individual students' data, discuss research-based intervention strategies that will be implemented to attack student deficiencies, and monitor progress achieved from the beginning to the end of an intervention period.

**Professional Development Planning**

Identified Priority Needs	Data Sources
Differentiated Instruction	i-Ready Data, Mastery Connect Data, STAR Data
Classroom Management	Discipline Data of all subgroups within the school
Technology incorporation w/in instruction	Teacher Questionnaire
Ways to Increase Parental Involvement	Teacher Questionnaire

**Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).**

The professional development plan was designed based upon analysis of student data to note deficiencies that exist by grade/subject areas. The PD opportunities are designed to build teacher capacity through the building of teacher capacity and effectiveness. These elements directly correlate to increased student achievement. The learning forward standards are utilized as a guide for planning quality professional development through PLCs, instructional leadership, impactful instructional strategy implementation, positive outcomes (including family involvement), and data driven decision-making.

**Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.**

- All professional development will be based on resources that are researched-based, tried and tested strategies that have been proven to increase student achievement when implemented with fidelity.
- Practitioners will be taught said strategies, engage in study of strategies, and adequately practice strategies before implementing them with students they serve.
- Follow-up and review of student progress will measure effectiveness of various strategies taught within PD sessions.

**Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.**

- PD activities will be held to study MS CCRS, unpacking the standards, and learning exactly what are exemplars of students' true mastery of those standards are.
- Diagnostic assessments will be administered to students to measure their gaps in grade-level standards, as well as periodic progress monitoring to ensure students are growing w/ regard to deficient standards..
- PD will be held on appropriate research-based intervention strategies to ensure that achievement gaps are addressed and students are growing closer to grade-level mastery of standards.

**How will the school evaluate the improvement of its instructional and leadership practices?**

The school will evaluate the improvement of its instructional and leadership practices directly through student achievement and discipline data.



School Plan - Dimension 4: Family and Community Involvement

NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev

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**Family and Community Involvement**

Identified Priority Needs	Data Sources
Lack of accurate parent contact information	SAMS Active Parent Phone Contact System
Increase of quality and consistent parental involv	Workshop and Event Sign-In Sheets
Increase of extracurricular activities	Ass

**Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.**

- Many parents who need to attend parent workshops and informational meetings do not make themselves available for them.
- The school has been able to acquire additional donors and sponsors to support a variety of endeavors within the school.
- There has been an increase in partnerships with local and state officials in creating opportunities for educational field trips and experiences for students.

**Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?**

- Assessment results are analyzed and communicated to stakeholders via PTO meetings and the school's monthly newsletter.

**Family and Community Involvement – Briefly describe the process used to develop and implement the Parent Compact.**

- The parent compact will be agreed upon by a committee of stakeholders, which will include parent representatives.
- Parents will be given an opportunity to suggest and amendments that need to be made to the compact.
- The final compact will be reviewed, and signed off on by the parent, student, teacher, and principal.

School Plan - Dimension 5: School Context and Organization

**NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev**

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**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									
2015-16	20:1	34:2	26:1	27:1	21:1	19:1			

**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.**

School Plan - Prioritized List of Needs

**NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev**

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**Summarize what's working in your school and why?**

- High ADA because of consistent staff to student encouragement and recognition of good attendance
- Consistent teacher coaching and professional development executed because of instructional leadership of principal and instructional coach
- Gains in STAR data and i-ready progress monitoring data due to implementation of RTI process

**Summarize what's not working in your school and why?**

- Consistency regarding instructional technology implementation in classroom because of PD needs in that area.
- Lack of adequate quality and consistent parental involvement.
- Consistent implementation of research-based intervention strategies with students w/ fidelity

**List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.**

Areas of priority identified via the needs assessment are as follows:

- Student Achievement
- Professional Development
- Family and Community Involvement

# **Appendix E**

## **Needs Assessment**

**MCAPS needs assessment data**  
**(Attachment 10)**

**Performance Framework (baseline data**  
**and performance goals)**  
**(Attachment 11)**

## 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

### 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			
<b>5-Yr Goal</b>											
<b>Baseline/Pre-data</b>	65,246	6,052		6,052					65,246		

Explain calculations (clearly describe how you reached this number)

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 2 Actual</b>	79,072	11,670	2,160	2,880	4,200				67,402	7,080	2,430

Explain calculations (clearly describe how you reached this number)

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 3 Actual</b>	80,864	11,670	2,160	2,880	4,200				69,194	7,080	2,430

Explain calculations (clearly describe how you reached this number)

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 4 Actual</b>	82,656	11,670	2,160	2,880	4,200				70,986	7,080	2,430

Explain calculations (clearly describe how you reached this number)

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
<b>SIG Year 5 Actual</b>											

Explain calculations (clearly describe how you reached this number)

**METRIC 6 PROFICIENCY ON STATE ASSESSMENTS**

Identify the percentage (%) of students by each proficiency level (Level: 1, 2,3, 4, 5) on the State assessments for reading/language arts and mathematics by grade and by student subgroup.

Metric 6: Grade – 3  
 Level 1 - Failing, Level 2 - Basic, Level 3 - Passing, Level 4 - Proficient, Level 5 – Advanced

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	15	30	41	7	7	50	50	0	0	0						15	30	41	7	7
3 Yr Goal																				
Year 1 – Goal FY 17-18	11	28	43	9	9	48	48	3												
Year 2 – Goal FY 18-19	7	26	45	11	11	46	46	8												
Year 3 – Goal FY 19-20	3	24	47	13	13	44	44	12												

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data						15	30	41	7	7															
3 Yr Goal																									
Year 1 – Goal						11	28	43	9	9															
Year 2 – Goal						7	26	45	11	11															
Year 3 – Goal						3	24	47	13	13															

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	5	22	33	33	7	5	95	0	0							5	22	33	33	7
3 Yr Goal																				
Year 1 – Goal FY 17-18	4	21	35	31	9	4	96									4	21	35	31	9
Year 2 – Goal FY 18-19	3	20	37	29	11	3	97									3	20	37	29	11
Year 3 – Goal FY 19-20	2	19	39	27	13	2	98									2	19	39	27	13

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data						5	22	33	33	7															
3 Yr Goal																									
Year 1 – Goal						4	21	35	31	9															
Year 2 – Goal						3	20	37	29	11															
Year 3 – Goal						2	19	39	27	13															

Metric 6: Grade – 4

Level 1 - Failing, Level 2 - Basic, Level 3 - Passing, Level 4 - Proficient, Level 5 - Advanced

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	14	38	33	14	1	25	50	25	0	0						14	38	33	14	1
3 Yr Goal																				
Year 1 – Goal FY 17-18	12	34	35	16	3	23	48	29								12	34	35	16	3
Year 2 – Goal FY 18-19	10	24	39	20	7	21	46	33								10	24	39	20	7
Year 3 – Goal FY 19-20	8	14	43	24	11	19	44	37								8	14	43	24	11

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data						11	42	32	16	0											50	0	50	0	0
3 Yr Goal																									
Year 1 – Goal						9	40	34	17	0											48		52		
Year 2 – Goal						7	38	36	19	0											46		54		
Year 3 – Goal						5	36	38	21	0											44		56		

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	5	38	24	29	4	0	75	25	0	0						5	38	24	29	4
3 Yr Goal																				
Year 1 – Goal FY 17-18	3	36	21	31	6	0	73									3	36	21	31	6
Year 2 – Goal FY 18-19	1	34	19	33	8	0	71									1	34	19	33	8
Year 3 – Goal FY 19-20	0	32	17	35	10	0	69									0	32	17	35	10

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data						5	37	21	32	5											0	50	50	0	0
3 Yr Goal																									
Year 1 – Goal						3	35	23	34	7											0	48	52	0	0
Year 2 – Goal						1	33	25	36	9											0	46	54	0	0
Year 3 – Goal						0	31	27	38	11											0	44	56	0	0



Metric 6: Grade – 5

Level 1 - Failing, Level 2 - Basic, Level 3 - Passing, Level 4 - Proficient, Level 5 - Advanced

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	11	32	37	21	0	67	33	0	0	0						11	32	37	21	0
3 Yr Goal																				
Year 1 – Goal FY 17-18	9	24	39	23	5	65	35									9	24	39	23	5
Year 2 – Goal FY 18-19	7	20	41	25	7	63	37									7	20	41	25	7
Year 3 – Goal FY 19-20	5	16	43	27	9	61	39									5	16	43	27	9

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data						11	32	37	21	0															
3 Yr Goal																									
Year 1 – Goal						9	24	39	23	5															
Year 2 – Goal						7	20	41	25	7															
Year 3 – Goal						5	16	43	27	9															

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	21	21	26	32	0	95	5	0	0	0						21	21	26	32	0
3 Yr Goal																				
Year 1 – Goal FY 17-18	19	19	28	34	5	90	10													
Year 2 – Goal FY 18-19	17	17	30	36	7	85	15													
Year 3 – Goal FY 19-20	15	15	32	38	9	80	20													

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data						21	21	26	32	0															
3 Yr Goal						19	19	28	34	5															
Year 1 – Goal						17	17	30	36	7															
Year 2 – Goal						15	15	32	38	9															
Year 3 – Goal						19	19	28	34	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	95	95	0	0	0	95	0	0	0
3 Yr Goal									
Year 1 - Goal FY 17-18	96	96				96			
Year 2 - Goal FY 18-19	97	97				97			
Year 3 - Goal FY 19-20	98	98				98			
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	95	95	0	0	0	95	0	0	0
3 Yr Goal									
Year 1 - Goal FY 17-18	96	96				96			
Year 2 - Goal FY 18-19	97	97				97			
Year 3 - Goal FY 19-20	98	98				98			

### Metric 7: Grade - 4

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	95	95	0	0	0	95	0	0	0
3 Yr Goal									
Year 1 - Goal FY 17-18	96	96				96			
Year 2 - Goal FY 18-19	97	97				97			
Year 3 - Goal FY 19-20	98	98				98			
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	95	95	0	0	0	95	0	0	0
3 Yr Goal									
Year 1 - Goal FY 17-18	96	96				96			
Year 2 - Goal FY 18-19	97	97				97			
Year 3 - Goal FY 19-20	98	98				98			

Metric 7: Grade - 5

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	95	95	0	0	0	95	0	0	0
3 Yr Goal									
Year 1 - Goal FY 17-18	96	96				96			
Year 2 - Goal FY 18-19	97	97				97			
Year 3 - Goal FY 19-20	98	98				98			
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	95	95	0	0	0	95	0	0	0
3 Yr Goal									
Year 1 - Goal FY 17-18	96	96				96			
Year 2 - Goal FY 18-19	97	97				97			
Year 3 - Goal FY 19-20	98	98				98			

## 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	1	5	3	0
3 Yr Goal				
Year 1 - Goal FY 17-18	1	4	4	0
Year 2 - Goal FY 18-19	0	3	4	1
Year 3 - Goal FY 19-20	0	2	4	2

## 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	.62
3 Yr Goal	
Year 1 - Goal FY 17-18	.59
Year 2 - Goal FY 18-19	.55
Year 3 - Goal FY 19-20	.51

School Plan - Demographics

**NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev 1**

**Student Demographics (Enrollment)**

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	142	67	75	0	136	0	0	5	1	142	9	0	0	0	0
2015-16	148	68	80	0	141	0	0	7	0	148	13	0	0	0	0

**School Data - Grid**

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	137.09	41	
2015-16	140.19	14.5	

**School Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)**

Crenshaw Elementary School is a Kindergarten through 5th grade elementary school located in the municipality of Crenshaw, MS. The school is located in the rural Mississippi delta. Currently, the student enrollment at Crenshaw Elementary School is 148. Presently, there is one section of Kindergarten students, (2) sections of 1st grade students, (1) section of second grade students, (1) section of 2nd grade students, (1) section of 3rd grade students, (1) section of 4th grade students, and (1) section of 5th grade students.

**Community Characteristics (ie. poverty, rural status, businesses/industries, natural disasters)**

The town of Crenshaw has a population of approximately 905 as of July 1, 2015. It is located in the counties of Quitman and Panola. Of the total population, there are approximately 7.3% college-educated residents, and 73.2% who have a high school diploma or GED. The majority of the people who live in Crenshaw, MS are Black or African-American. 60.9% of people in Crenshaw, MS are single and 39.1% are married.

Crenshaw has a poverty rate of 26.8 %. The median income is \$15, 136. The unemployment rate is approximately 14.7%.

Homes in Crenshaw are an average of 36 years old. The only nearby industry is Kentucky-Clay Factory, and is located in the town of Sledge, MS. Therefore, most residents commute to work in regional towns which include, but are not limited to : Batesville, Marks, Senatobia, Southaven, and Robinsonville.

Dollar General is the only major store available for residents to shop at. There are 2-3 venues to purchase fast food, and 2 gas stations. The main street has several buildings that have deteriorated over the years, but the store fronts remain in tact. There are very limited sources of entertainment available for Crenshaw residents; however, churches and the public library often provide activities for members of the community and their families to attend.



School Plan - Accountability Data

NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev 1

Check the box that reflects your school accountability designation

Two-Year School Accountability Designation					
Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2015-16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Accountability Designation - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

The most recent student achievement data shows that students are performing below grade level. Some of the reasoning supporting lack of student achievement are: lack of parental involvement, lack of motivation among students, little collaboration among subject-area teachers, and insufficient use of differentiated instructional resources.

Some areas of strength include: No major discipline concerns, high promotion rates, students attend school regularly, and students seem to transition well from elementary to junior high school.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency		18		20				
Growth All Students								
Growth Low 25%								
Accountability Grade	2014-15		2014-15		2014-15		2015-16	
Total Points	Select...		Select...		Select...		Select...	

Elementary and Middle Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

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																

	2014-15										2015-16									
Growth All Students																				
Growth Low 25%																				
Accountability Grade	Select..										Select..									
Total Points																				

High Schools - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.



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**College and Career Readiness 11th Grade ACT Scores**

Year	Composite	English	Math	Reading	Science
2014-15					
2015-16					

**ACT Scores - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

**Student Promotion Data (% Promoted)**

Year	K	1	2	3	4	5	6	7	8
2014-15	100%	100%	100%	96%	100%	100%	0%	0%	0%
2015-16									

**Student Promotion - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.**

During the 2014-2015 school year, all students in all grades were promoted except for in grade 3. Based upon baseline data from the 2015-2016 school year, it was apparent that many of those students should have been retained, because their levels of skill mastery in ELA and Mathematics indicated that they had not mastered the previous grade level skills at a level that would indicate mastery. Therefore, at the end of the 2015-2016, students retention increased, because those students had not solidified skills at prior grade levels; which hindered skill mastery at the current grade level.

**Describe other transitions that may be applicable to your school, such as elementary to middle school, middle school to high school, high school to post-secondary.**

Transition of students from grade 5 to the Junior High school seemed to be smooth, overall.

Out-of-School Suspensions

	2014-15		2015-16	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	39		45	
IEP	2	5.13%	13	28.89%
EL	0	0%	0	0%
Asian	0	0%	0	0%
BLK/AA	39	100%	45	100%
His/Lat	0	0%	0	0%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	0	0%	0	0%

What discipline issues if any impact student achievement/growth?

Most discipline issues consist of students being disrespectful to teachers and/or their peers. The greatest discipline issue that impacts student achievement is when students are not focused and therefore, are not tuned into the instructional going forth in class.

What safeguards does the school have in place to ensure that excessive discipline does not negatively impact academic achievement?

The school uses the PBIS. Each classroom has a consistent set of rules, consequences, expectations, and rewards. The school also has a PBIS store where students go to shop every other Friday. Here, they spend the school's Cougar Cash they have earned for positive behavior, exhibiting good citizenship, and exemplifying good character. The store has various prizes that students can redeem their Cougar Cash for.

Summarize other factors impacting climate and culture. (optional)

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Language Arts		Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	SATP2/Eng. II
Year									
2015	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...
2016	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...

\*UnvSc- Universal Screener Reading Spring Assessments, such as: STAR, CASE 21, MAP, AIMSweb, etc. (% Proficient and Above)

\*\*SA - State Assessment

Language Arts - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

Mathematics		Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I
Year									
2015	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...
2016	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...

\*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.

Subject Area Data Grades 9-12		Algebra	Biology	English	U. S. History
Year					
2015	Select...	Select...	Select...	Select...	Select...
2016	Select...	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.

ESEA Annual Measurable Objectives

Reading/Language Arts

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						
Asian						
Blk/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

Mathematics	Group	2014-2015			2015-2016		
		AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
	All						
	AI/AN						
	Asian						
	Blk/AA						
	His/Lat						
	NH/PI						
	Multi-Racial						
	White						
	Female						
	Male						
	ED						
	LEP						
	IEP						

Annual Measurable Objectives - Analyze the data and provide a summary of progress and challenges, identifying underlying reasons for each.

**NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev**

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**Teacher Retention Trends**

Year	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2014-15								
2015-16	6	66	1	11	1	11	1	11

**Highly Qualified & Effective Teachers – Describe how you recruit, retain and evaluate teachers.**

Teachers are recruited via the district's website (Talent-ED). Members of the district recruiting team also attend regionally-located teacher recruitment fairs at colleges and universities in our area. Teachers are retained via provision of quality professional development, support, and continuous feedback on their instructional practices. Teachers are evaluated via informal drop-in evaluation, formal evaluations, and other elements of the MSTAR (Mississippi Teacher Assessment Rubric).

**Highly Qualified & Effective Teachers – Describe how the requirements of Section 1119 qualifications for teachers and paraprofessionals are met.**

Teachers are licensed through the state of Mississippi in the area(s) in which they teach. Paraprofessionals must have 48 hours of college credit or have successfully passed the ACT Work Keys assessment in order to be employed within the North Panola School District. All paraprofessionals work under the direct supervision of a certified teacher.

**Describe how the school uses its curriculum and staff to provide accelerated, high quality instruction.**

The school uses the Mississippi College and Career Ready standards and the North Panola School District Instructional Management plan as a guide for planning and implementing accelerated, high quality instruction. Continuous professional development is given to teachers and staff on researched best practices and instructional strategies for students. Diagnostic and progress monitoring data is utilized to drive instruction, and intervention with students.

**Identify current supplemental instructional resources and describe their use and impact on student achievement in your school.**

The i-ready program is being utilized in Reading and Mathematics. The diagnostic and progress monitoring assessments; teacher toolbox within this program, adaptive interventions, and additional practice allow teachers to assess students' strengths, deficits, appropriate interventions, and note

progress being made along the way.

**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 school's instructional plan of action is as follows: diagnostic assessments, differentiated instruction, small group intervention, progress monitoring, and adjustment of instructional practices based upon student achievement. Teachers engage in continuous professional development on research-based best practices that have been tried and tested to increase student achievement.

**Will federal funds be used to extend learning time? If yes, please explain.**

Yes. The 21st Century After-school program is utilized to extend the learning from the regular school day. These funds will be utilized to pay for instructional materials, bus transportation, extra curricular activities, and staff salaries.

**Describe how teachers are included in decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program in the school.**

A sample group of teachers and support staff are members of the school's leadership team. Within this team, these individuals bring back the ideas of their peers, suggestions, and information gained from professional development opportunities that would enhance the school's overall instructional program. Teachers meet as apart of our school's Teacher Support Team (TST) to analyze individual students' data, discuss research-based intervention strategies that will be implemented to attack student deficiencies, and monitor progress achieved from the beginning to the end of an intervention period.

1

**Professional Development Planning**

Identified Priority Needs	Data Sources
Differentiated Instruction	i-Ready Data, Mastery Connect Data, STAR Data
Classroom Management	Discipline Data of all subgroups within the school
Technology incorporation w/in instruction	Teacher Questionnaire
Ways to Increase Parental Involvement	Teacher Questionnaire

**Professional Development – Describe how your professional development plan focuses on improving instruction and aligns to the learning forward standards - (learningforward.org).**

The professional development plan was designed based upon analysis of student data to note deficiencies that exist by grade/subject areas. The PD opportunities are designed to build teacher capacity through the building of teacher capacity and effectiveness. These elements directly correlate to increased student achievement. The learning forward standards are utilized as a guide for planning quality professional development through PLCs, instructional leadership, impactful instructional strategy implementation, positive outcomes (including family involvement), and data driven decision-making.

**Professional Development – Describe how activities will be based on a review of scientifically based research and why the activities are expected to improve student outcomes.**

- All professional development will be based on resources that are researched-based, tried and tested strategies that have been proven to increase student achievement when implemented with fidelity.
- Practitioners will be taught said strategies, engage in study of strategies, and adequately practice strategies before implementing them with students they serve.
- Follow-up and review of student progress will measure effectiveness of various strategies taught within PD sessions.

**Professional Development – Describe the activities and how they are aligned with challenging state standards and how the activities will have substantial, measurable and positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.**



- PD activities will be held to study MS CCRS, unpacking the standards, and learning exactly what are exemplars of students' true mastery of those standards are.
- Diagnostic assessments will be administered to students to measure their gaps in grade-level standards, as well as periodic progress monitoring to ensure students are growing w/ regard to deficient standards..
- PD will be held on appropriate research-based intervention strategies to ensure that achievement gaps are addressed and students are growing closer to grade-level mastery of standards.

**How will the school evaluate the improvement of its instructional and leadership practices?**

The school will evaluate the improvement of its instructional and leadership practices directly through student achievement and discipline data.

1

**Family and Community Involvement**

Identified Priority Needs	Data Sources
Lack of accurate parent contact information	SAMS Active Parent Phone Contact System
Increase of quality and consistent parental involv	Workshop and Event Sign-In Sheets
Increase of extracurricular activities	Ass

**Family and Community Involvement – Describe the strengths and challenges around family, parental and community involvement.**

- Many parents who need to attend parent workshops and informational meetings do not make themselves available for them.
- The school has been able to acquire additional donors and sponsors to support a variety of endeavors within the school.
- There has been an increase in partnerships with local and state officials in creating opportunities for educational field trips and experiences for students.

**Family and Community Involvement – How do you analyze and communicate assessment results to stakeholders?**

- Assessment results are analyzed and communicated to stakeholders via PTO meetings and the school's monthly newsletter.

**Family and Community Involvement – Briefly describe the process used to develop and implement the Parent Compact.**

- The parent compact will be agreed upon by a committee of stakeholders, which will include parent representatives.
- Parents will be given an opportunity to suggest and amendments that need to be made to the compact.
- The final compact will be reviewed, and signed off on by the parent, student, teacher, and principal.

School Plan - Dimension 5: School Context and Organization

**NORTH PANOLA SCHOOLS (5411) Public District - FY 2017 - CRENSHAW ELEMENTARY SCHOOL (5411028) Public School - School Plan - Rev**

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**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									
2015-16	20:1	34:2	26:1	27:1	21:1	19:1			

**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.**

1

**Summarize what's working in your school and why?**

- High ADA because of consistent staff to student encouragement and recognition of good attendance
- Consistent teacher coaching and professional development executed because of instructional leadership of principal and instructional coach
- Gains in STAR data and i-ready progress monitoring data due to implementation of RTI process

**Summarize what's not working in your school and why?**

- Consistency regarding instructional technology implementation in classroom because of PD needs in that area.
- Lack of adequate quality and consistent parental involvement.
- Consistent implementation of research-based intervention strategies with students w/ fidelity

**List, in order of priority, the areas of need as identified through the needs assessment. Prioritizing needs will identify the most critical areas where the work will begin with the creation of goals and strategies.**

Areas of priority identified via the needs assessment are as follows:

- Student Achievement
- Professional Development
- Family and Community Involvement

# **Appendix G**

## **Needs Assessment**

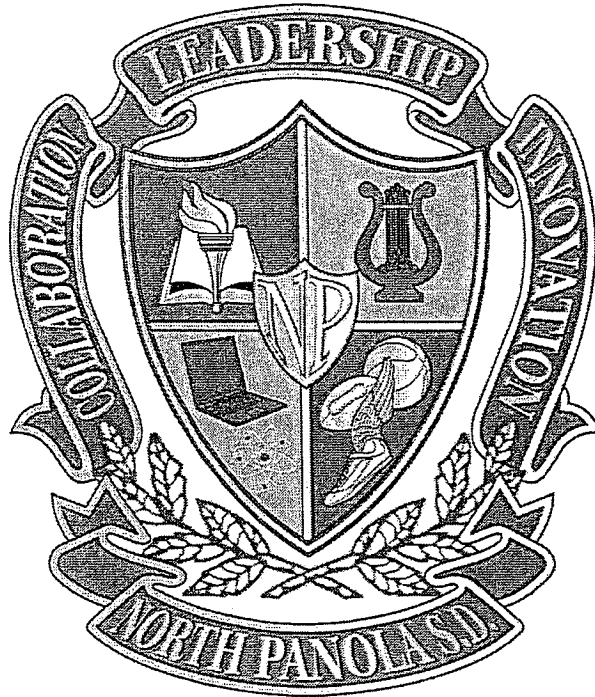
**Multi-Tiered System of Supports process**  
**(Attachment 12)**

**School Calendar and school schedule**  
**(Attachment 13)**

# NORTH PANOLA SCHOOL DISTRICT

*"Leadership, Collaboration, Innovation"*

Mr. Cedric Richardson, Superintendent



## ***NPSD Instructional Management Plan***

### **Curriculum, Instruction, and Assessment K-12**

The North Panola School District has designed and implemented a comprehensive Instructional Management Plan, which consists of several elements. These components include curriculum, instructional practices and expectations, pacing guides, progress monitoring, lesson plans, and professional development. This plan covers all subjects in grades K-5. It is the responsibility of the building level administrator to review this plan with their faculty and staff to ensure for appropriate instructional delivery.

# NORTH PANOLA SCHOOL DISTRICT

## Mission:

The North Panola School District mission is to offer a quality education for all students

## Vision:

The North Panola School District vision is to be an "A" rated district with all "A" rated schools.

## Core Beliefs:

### Leadership, Collaboration, and Innovation

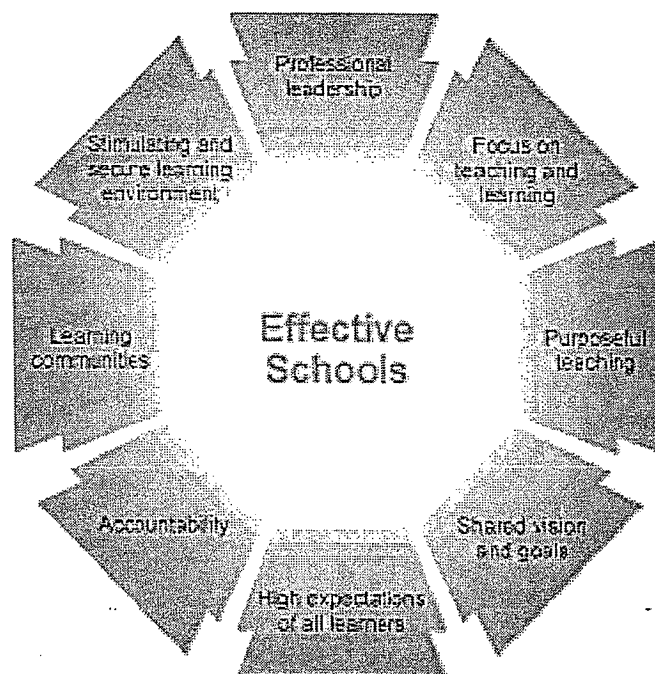
- **Leadership** – North Panola School District believes strong leadership yields great success. Leadership is extended from the district to the classroom. We believe in empowering leaders, teachers, and students. With good leadership, our district performance will enhance and consequently thrive as institution of learning.
- **Collaboration** – North Panola School District believes through collaboration we multiply our contribution. Together, schools, parents and community members are stronger and can contribute more to the task of educating all students. Shared goals and mutual support lead to greater success than isolated work and individual focus.
- **Innovation** – North Panola School District believes in order to compete with a global society, we must find new ways to educate our children by adapting to the changes of our global community. It is our desire to consistently find new ways to apply enhanced solutions that meet new requirements, unarticulated needs, or existing educational needs accomplished through unique processes, services, and technology.

## District Strategic Goals

2015-2020

- Goal 1: Increase student proficiency and growth in ALL content areas.
- Goal 2: Ensure all students graduate high school and are College and Career Ready.
- Goal 3. Create a professional learning community to support student achievement and teacher development.
- Goal 4. Foster collaborative relationships between the school district, parents, and community.
- Goal 5. Increase the use and access of technology to support innovative teaching, learning, and work efficiency.

## Curriculum Model for Instructional Management



The Curriculum Coordinator will maintain copies or access to College Career Readiness Standards, MS Frameworks, suggested teaching strategies, and corollary materials at Central Office 2 to address any concerns of teachers or administrators needing assistance.

All principals will maintain copies of standards relative to their schools. These will include curriculum, College Career Readiness Standards, MS Frameworks, suggested teaching strategies, corollary materials and assessment information for the completion of lesson plans and teachers executing rigorous instructional lessons.

All instructional staff will have copies or access to College Career Readiness Standards, MS Frameworks, suggested teaching strategies, sample items, corollary materials, and assessment information. The staff will review these documents in training sessions to ensure their understanding of their use in the classroom. Teacher training will be documented as evidence to show they are familiar with these documents. These instructional materials will be used to guide and complete weekly lesson plans, professional development sessions, and instructional strategies meetings to reinforce the expectations of the district as it relates to student achievement.



## **Curriculum Binders and Pacing Guides**

NPSD instructional staff will maintain access to curriculum binders and pacing guides for K-12 core subjects and sample assessments for various grade levels. Curriculum Binders have all be updated to reflect the Mississippi College and Career Readiness standards. Instructional strategies are provided for teachers and sample assessment questions aligned with the state assessment. Schools are using the MS MAP Blueprints for standard targeting and cataloging the standards for alignment purposes. Curriculum resources used are aligned with the MCCRS.

Building level administrators will maintain access to curriculum binders, pacing guides, and sample assessments relative to the composition of their school to ensure required standards are covered and instructed at the expected academic performance level of the district and state. The instructional staff will receive and maintain access to curriculum binders, pacing guides, and sample assessments for each course or grade taught.

The utilization of pacing guides ensures all standards are taught during a school year. The lesson plan document includes areas for teachers to address teaching strategies and resources for each lesson, and both formal and informal assessments. Additionally, chapter unit tests, etc. may be submitted with lesson plans. The pacing guides have ensured continuity and alignment for the curriculum K-12 and College Career Readiness Standards for K-12 and Writing Standards CCRS for K-12. Building administrators will review lesson plans weekly. The district has developed a standard lesson plan template to be used by k-5 and a standard template for 7-12. Building level administrators have been directed to provide feedback weekly regarding lesson planning and instructional delivery. In addition to regular classroom visits by the principal, district personnel will be in classrooms to ensure utilization of state frameworks/MCCRS and pacing guides/test blueprints. Appropriate use of the pacing guides/test blueprints and the state curriculum and Mississippi College and Career Readiness Standards (K-12) will be monitored regularly at the building level.

## **Evaluation and Progress Monitoring**

Observations and evaluations will monitor best practices in the district. Principals in all schools are trained on a common document, NPSD Evaluation System. Principals will make teachers aware of the observations document and the components within. Teachers and other Instructional Faculty will be observed on a regular basis with strengths and areas of growth noted as well as areas of deficiency. Principals and directors will follow up observations with conferences to discuss short and long term areas of improvements. Multiple teaches with common instructional deficits will warrant professional development to help improve weaknesses. Refusal to undertake the improvements indicated will result in consequences. Principals will monitor most particularly to note:

- Teacher's command of subject matter.

- Tasks, questioning, and instruction mirror the intent and content of MS frameworks and College Career Readiness Standards.
- Teacher differentiates when appropriate, particularly enrichment/challenge and remediation.
- Teacher exhibits a sense of urgency for learning.
- Students are in an active learning situation.
- Evidence of goal setting, i.e., teacher teaches with the end in mind (assessment is developed before lesson is planned).
- Teachers maintain **data walls** in all classrooms to monitor students' progress.

#### K-5 Assessments

Monthly Assessment	iReady
Bi-Weekly Assessment	iReady Reading/Math Standard Mastery Teacher Assessment
Universal Screener BOY	iReady Reading/Math
Universal Screener MOY	iReady Reading/Math
Universal Screener EOY	iReady Reading/Math
Monthly Progress Monitoring	STAR Reading Kindergarten & 3rd grade
MKAS BOY and EOY	Kindergarten
Case 21 – Benchmark Assessments	3 <sup>rd</sup> – 5 <sup>th</sup> Grade ELA, MATH, Science (5 <sup>th</sup> Grade Only)

#### 6-12 Assessments

Bi-Weekly Assessment	iReady Reading Standard Mastery Teacher Assessment
Bi-Weekly Assessment	iReady Math Standard Mastery Teacher
Baseline	Case 21 Assessment ELA/Math
MOY1-Fall	Case 21 Assessment ELA/Math
MOY2-Winter	Case 21 Assessment ELA/Math
EOY1-Spring	Case 21 Assessment ELA/Math
Universal Screener BOY	iReady Reading/Math
Universal Screener MOY	iReady Reading/Math
Universal Screener EOY	iReady Reading/Math
Case 21 – Benchmark Assessments	6-8th Grade Reading, Math, Science, US History, and Biology I

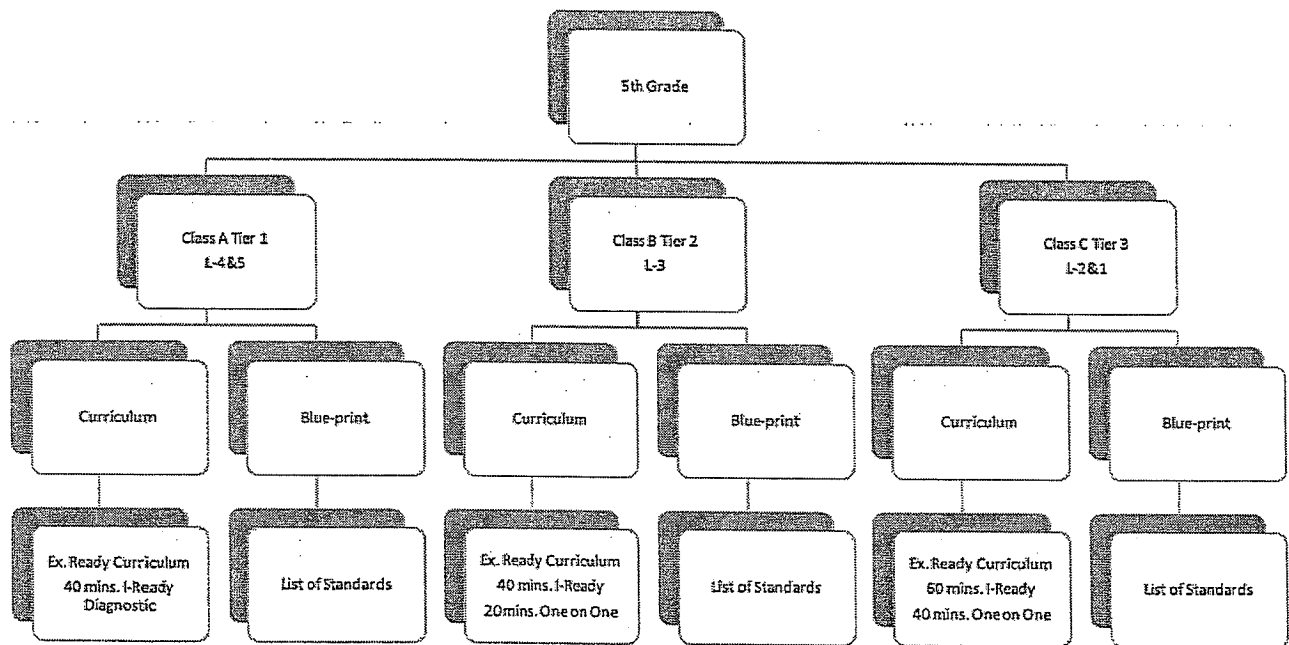
#### Intervention Plan

Following the state's expectations of implementing the three tier process, there will be at least three student progress monitoring throughout the school year. This will determine student performance and growth. Any student at Tiers II and III will have more frequent progress monitoring. The school district will follow the MDE MTSS handbook. All students K-12 will be

assessed using the i-Ready Diagnostic Assessment. Based on results, students will be assigned a tier for interventions and supports. Students assigned to Tier 1 will receive classroom instruction by the teacher. Students assigned to Tier 2 will receive additional instructional support by the teacher and i-Ready Adaptive Growth Instruction. Tier 3 students will receive classroom teacher support, i-Ready Adaptive Growth Instruction, and One-on-One Small Group instruction other than classroom teacher. Progress will be noted and MTSS meetings will be held to discuss students' progress on a cycle determined by the building principal or designee. See intervention model below:

**NPSD MTSS INTERVENTIONS MODEL**  
Target and Groups Model for Academic Learning

Example: North Panola Elementary School



**Design:**

1. Using school data, create differentiated intervention groups based on Tiers and performance level.
2. Determine the curriculum and use testing blue-prints to determine materials for interventions.
3. Execute the plan of action for all differentiated targeted groups using the MS-CCR Standards, Adaptive Instructional Programs for individualize instruction, and One-on-one small group instruction.

## MTSS Implementation Process

August	September	October	November	December
<p>~ During the BOY professional development days, meet with teachers to discuss students who are receiving support through TST. This will be any student who was on TST at the end of last school year.</p> <p>~ The list of students should be given to the school nurse immediately so he or she can have appropriate time to screen the student's vision and hearing. This is a requirement for any child receiving TST services. A determination must be made between academic struggles and problems with vision or hearing.</p> <p>~ The first TST meeting after school begins: Because students have only been in school a few</p>	<p>~ During this meeting student data should be reviewed closely. This includes attendance, behavior, and classroom data. Not just diagnostic data.</p> <p>~ If regression or no improvement has been made, a change should be made to the student's intervention.</p> <p>~ If any progress has been made, the student should continue with the intervention as written.</p> <p>~ All factors which could affect a student's progress should be considered.</p> <p>~ New students</p>	<p>~ This is the time when major changes could be made to a student's plan.</p> <p>~ At this point, a measureable amount of progress should have been made, but it should also be understood students have only been in school for a nine weeks.</p> <p>~ All student data should be carefully analyzed and discussed as a group.</p>	<p>~ This concludes another eight-week interval. At this point, modifications to a student's intervention could be made.</p> <p>~ It is important to be cautious when altering a student's intervention. Teams must consider all aspects of a student's performance and consider how the changes may affect the student.</p> <p>~ Students who have met intervention goals can be considered for moving to a monitoring phase but continue interventions as written. A student who has met intervention goals but is not performing on</p>	<p>~ The second round of progress monitoring testing will be completed. This information should be used to measure student progress and determine if new students should be recommended for support services.</p> <p>~ This is the next meeting when changes could be made to a student's intervention.</p> <p>~ If student's who met intervention goals last month continue to show progress and/or are performing on grade, these students can be moved to a monitoring state. However, students should</p>

<p>weeks, much of which is spent completing diagnostic testing, only under special circumstances should major changes be made to a student's intervention plan.</p> <p>~ The TST team should compare the diagnostic data to EOY data collected last school year. The team should discuss classroom situations which may affect a student's ability to be successful and create an action plan to overcome these situations.</p>	<p>may begin receiving support from the TST team.</p> <p>~ Depending upon when meetings are held and when interventions began, students should have completed their first eight weeks of intervention services.</p>		<p>grade level should receive a new intervention plan with new goals. A student must receive services until he or she is performing on grade level.</p>	<p>be watched carefully for regression, stagnant progress, or signs of struggle.</p>
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January	February	March	April	May
<p>~ While this does conclude another eight-week period, it is important to consider the amount of breaks and testing students experienced during this time.</p> <p>~ Caution should be taken when deciding to alter a student's intervention plan.</p> <p>~ Students have been in school for an entire semester. If a student has made no progress or is still performing significantly below grade level, now is a time to begin having conversations with inclusion teachers around strategies and alternative supports.</p> <p>~ With narrative information from the classroom teacher, all available data, student</p>	<p>~ This meeting will be a check-point to determine student progress to this point.</p> <p>~ Changes made to a plan should be carefully discussed in order to analyze the effectiveness of the change.</p> <p>~ We are entering the last nine weeks of school and should see a significant amount of progress from August.</p>	<p>~ This is the end of another eight-week interval and the last interval of the year.</p> <p>~ Decisions should be made carefully and strategically.</p> <p>~ The final set of progressing monitoring data will be available for review and discussion at this meeting; however, this data does not automatically override classroom performance and vice versa.</p>	<p>~ This will be the last formal TST meeting of the year. Any student the team feels should be recommended for special education services should be referred immediately following the meeting.</p> <p>~ This will give the special education department time to gather all necessary documentation and complete the testing process before the end-of- the year.</p> <p>~ A few work samples from throughout the year should be kept with student information as additional document for demonstrating the effectiveness of intervention services and a "snap shot" of</p>	<p>~ At this point, the list of students receiving support from the TST team for the upcoming school year should be intact. This will be the list you provide the school nurse before school begins for the next school year.</p> <p>~ This meeting will be used to create a letter to the next teacher describing strategies found to be effective, situations to be aware of, and the academic progress of a particular student. This will include what students understand and where they continue to struggle.</p>

observations from the inclusion teacher, and documentation of the multiple intervention strategies attempted a recommendation for special education services can be made.			student performance.	
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### Lesson Planning/Instructional Strategies Meetings

All teachers will utilize common templates for lesson planning depending on the grade level. Teachers will create and submit plans electronically to ELS containing all lesson plans. Lesson plans will include: standards, learning targets, essential questions, instructional plan, resources, remediation/enrichment, and other activities. Teachers will submit lesson plans to the building administrators who will make notes, comments, and return electronically/written. Principals will maintain a file on each teacher making sure all lesson plans are up to date. Teachers have been trained on the lesson plan template and appropriate utilization will be documented.

Teachers will meet weekly in Instructional Strategies Meetings where they will discuss:

- Goal setting for grade level for a specific grading or instructional period
- Assessment to demonstrate student proficiency level
- Depth of Knowledge Levels of tasks, assignments, and assessments
- Tasks that lead to assessments for proficiency
- Teaching strategies and materials
- Format state test questions (CCRS / MS Frameworks)
- Maintain resources

To allow for continued instruction when teachers are absent, all teachers will provide the substitute and building principal a copy of their modified lesson plan.

### Professional Development

Professional development is an integral part of the instructional management plan. Professional development will be conducted based on district and specific school needs. These needs were determined by input of teachers or curriculum and instruction needs assessments,

administrator observations and evaluations, and school site and district wide professional development committees.

Teachers will receive various trainings during the year and three days per week of school level professional development in the areas of classroom management, response to intervention, daily rigor, Mississippi Frameworks, College Career Readiness Standards, reading strategies, lesson planning, instruction and assessment alignment, data analysis, and differentiated instruction. Schools are required to meet at a minimum of three times per week. Follow up sessions held during Instructional Strategies Meetings and professional learning communities will help teachers to implement new training successfully in their classrooms. Additional professional development sessions will be provided throughout the school year by the district in math and science. Sessions will be conducted by building level administrators, district administrators, teachers, and school/district academic coaches.



# **North Panola Schools District**

## **K-12 SCHOOL GUIDELINES FOR INSTRUCTION**

### **NPSD Curriculum K-5**

North Panola School District consist of several research based programs, Mississippi Curriculum Frameworks, and College Career Readiness Standards:

1. Mississippi College Career Readiness Standards ELA
2. Mississippi College Career Reading Standards Mathematics
3. Mississippi Science Framework 2010
4. Mississippi Social Studies Framework 2011
5. Mississippi Physical Education Framework 2013-2014
6. Mississippi Visual and Performance Arts Framework 2003

<b>Subject</b>	<b>Researched Based Programs</b>
<b>Reading</b>	<i>Treasures Curriculum Associates: Ready (Teacher Tool Box) K-2 Read Well 3-5 Novel Studies</i>
<b>Language Arts</b>	<i>Curriculum Associates: Ready (Teacher Tool Box) Write Source / Four Square Writing</i>
<b>Math</b>	<i>Curriculum Associates: Ready (Teachers Tool Box) Go Math</i>
<b>Science</b>	<i>Mississippi Science (Experiment materials from K-12)</i>
<b>Social Studies</b>	<i>Integrated via technology Our Mississippi (Grade 4) United States (Grade 5)</i>
<b>Physical Education</b>	<i>SPARK and Harcourt Health and Fitness</i>
<b>Music Education</b>	<i>MUSIC PLAY K-6 Curriculum</i>
<b>Interventions (RTI)</b>	<i>iReady (Reading and Math)</i>
<b>Computer Instruction</b>	<i>iReady (Reading and Math)</i>

# **North Panola Schools District**

## **K-12 SCHOOL GUIDELINES FOR INSTRUCTION**

### **NPSD Curriculum 6-12**

North Panola School District consist of several research based programs, Mississippi Curriculum Frameworks, and College Career Readiness Standards:

7. Mississippi College Career Readiness Standards ELA
8. Mississippi College Career Reading Standards Mathematics
9. Mississippi Science Framework 2010
10. Mississippi Social Studies Framework 2011
11. Mississippi Physical Education Framework 2013-2014
12. Mississippi Visual and Performance Arts Framework 2003

<b>Subject</b>	<b>Research Based Program and/or Curriculum Resource</b>
<b>ELA</b>	<i>Curriculum Associates: Ready Mississippi College and Career Standards (ELA), Write Source, Zaner Bloser (Strategies for Writers) I-ready Teach tool Kit</i>
<b>Math</b>	<i>Curriculum Associates: Ready Mississippi College and Career Standards and College I-ready Teach tool Kit</i>
<b>Science</b>	<i>Mississippi Science Frameworks 2010 Glencoe Science</i>
<b>Social Studies</b>	<i>MS Social Studies Frameworks 2011 Pearson's History Integration of RL and RI Standards</i>
<b>Physical Education</b>	<i>MS Physical Education Frameworks 2013-2014</i>
<b>Music Education</b>	<i>MS Visual and Performing Arts Framework</i>
<b>Interventions (RTI)</b>	<i>i-Ready Adaptive Learning Interventions</i>
<b>Computer Instruction</b>	<i>i-Ready (Reading and Math)</i>

# ***North Panola Schools District***

## **K-12 SCHOOL GUIDELINES FOR INSTRUCTION**

### ***Classroom and Subject Non-negotiable***

Standards and Objectives written on board and White board protocol  
 Continue with current classroom norms  
 Cooperative purposeful groups  
 Positive, ongoing feedback

<p style="text-align: center;"><b>ELA</b></p> <ul style="list-style-type: none"> <li>Anchor Charts</li> <li>Collaborative, cooperative groups</li> <li>Technology Integration</li> <li>Differentiated Instruction</li> <li>Close Reading/Annotation</li> <li>Student Centered</li> <li>Vocabulary</li> <li>High order thinking questions</li> <li>Problem Solving</li> <li>Graphic Organizers</li> <li>Thinking Maps</li> <li>Leveled Readers</li> <li>Citing Text Based Evidence</li> <li>Media Integration</li> <li>Text Analysis</li> </ul>	<p style="text-align: center;"><b>MATH</b></p> <ul style="list-style-type: none"> <li>Mathematical Practices (K-5) and referenced</li> <li>Up to date Anchor Charts</li> <li>Manipulative utilized</li> <li>Cooperative grouping</li> <li>Technology Integration</li> <li>Literacy Integration</li> <li>High order questions</li> <li>Vocabulary Instruction (explicit)</li> <li>Modeling</li> <li>Problem Solving</li> <li>Graphic Organizers</li> <li>Thinking Maps</li> </ul>
<p style="text-align: center;"><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>Anchor Charts</li> <li>Cooperative purposeful groups</li> <li>Technology Integration</li> <li>Differentiated Instruction</li> <li>Explicitly Instruction / vocabulary</li> <li>Media Integration</li> <li>Experiments</li> <li>Modeling</li> <li>High order thinking questions</li> <li>Text Analysis</li> </ul>	<p style="text-align: center;"><b>Social Studies</b></p> <ul style="list-style-type: none"> <li>Anchor Charts</li> <li>Collaborative, cooperative groups</li> <li>Technology Integration</li> <li>Differentiated Instruction</li> <li>Close Reading/Annotation</li> <li>Student Centered</li> <li>Vocabulary</li> <li>High order thinking questions</li> <li>Problem Solving</li> <li>Graphic Organizers</li> <li>Thinking Maps</li> <li>Leveled Readers</li> <li>Citing Text Based Evidence</li> <li>Media Integration</li> </ul>

**NORTH PANOLA SCHOOL DISTRICT**  
**MISSISSIPPI TEACHER GROWTH RUBRIC**  
**FORMATIVE/WALKTHROUGH OBSERVATION FORM B-2**

<b>TEACHERS:</b>	<b>SCHOOL:</b>	
<b>EDUCATOR'S ID:</b>	<b>GRADE/SUBJECT</b>	
<b>DATE:</b>	<b>EVALUATOR:</b>	
<b>TIME:</b>	<b>STANDARDS</b>	4 points- Distinguished 3 points—Effective 2 points—Emerging 1 point--Unsatisfactory

**Domain I: Lesson Design (evidence may include lesson plans, classroom observations, and pre-post observations conferences)**

<p><b>1. Lessons are aligned to standards and represents a coherent sequence for learning</b>  Student learning outcomes and instructional activities:</p> <ul style="list-style-type: none"> <li>• Are fully aligned to current MCCRS</li> <li>• Are part of a coherent and focused sequence of learning with meaningful connections made to previous and future learning</li> <li>• Reflect collaboration with other school staff within and across disciplines to enrich learning.</li> </ul>	<p>Comments/Evidence:</p> <p>Score:</p>
<p><b>2. Lessons have high levels of learning for all students.</b>  Provide assignments and activities that contain the following components:</p> <ul style="list-style-type: none"> <li>• Appropriate scaffolding that effectively builds student understanding</li> <li>• Ample evidence that the teacher knows each student's level and tracks each student's progress toward mastery</li> <li>• Differentiation based on student's ability and learning styles</li> <li>• Student-centered when appropriate</li> <li>• Relevant connections to students' prior</li> </ul>	<p>Comments/Evidence:</p> <p>Score:</p>



<p>4. Provides multiple ways for students to make meaning of content          Moves all students to deeper understanding of content through various techniques including:</p> <ul style="list-style-type: none"> <li>• A variety of explanations and multiple representations of concepts</li> <li>• Extended productive discussion</li> <li>• Effective questioning to support student's attainment of the learning goals.</li> <li>• Making connections to other content across disciplines</li> <li>• Independently connecting lesson content to real-world application</li> </ul>	<p>Comments/Evidence:</p>
	<p>Score:</p>
<p>Domain Average Score:</p>	
<p><b>Domain III: Culture and Learning Environment (evidence includes classroom observations)</b></p>	
<p>5. Manages a learning-focused classroom community</p> <ul style="list-style-type: none"> <li>• Creates effective routines and expectations for students to safely voice opinions and ask and answer questions</li> <li>• Proactively monitors student behavior and redirects when necessary to maximize instructional time</li> <li>• Provides effective collaborative learning opportunities whenever appropriate</li> <li>• Ensures students take ownership of their work and are active participants in their learning</li> <li>• Provides opportunities for students to take on academic leadership roles that promote learning.</li> </ul>	<p>Comments/Evidence:</p> <p>Score:</p>



**COMMENDATIONS AND RECOMMENDATIONS**

AREAS OF STRENGTH:

AREAS OF GROWTH:

NEXT STEPS/TIME-LINE

POST OBSERVATION DATE:

Teacher's Signature:

Date:

Evaluator's Signature:

Date:



**NORTH PANOLA SCHOOL DISTRICT  
CLASSROOM EXPECTATIONS and NORMS FORM C**

RATINGSCALE	2 – EVIDENT 1 – SOMEWHAT EVIDENT 0 – NO EVIDENCE N/O – NOT OBSERVED (Use only when you are not observing for this area)
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TEACHER:	RATING	OBSERVER:	DATE:
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I. "Don Now" or "Bell Ringer"	COMMENT(S)/EVIDENCE	
Do Now addresses prior or current standard or objective		
Do Now questions are Aligned to MAP Assessment Questions		
Do Now questions average 5 minutes		
Students are engaged in completed the required Do Now and demonstrate understanding and mastery		
Teacher is monitoring student's progress and engages students in discussion concerning the DO NOW (Activating students prior knowledge and allowing students to demonstrate their learning)		
<b>DOMAIN SCORE:</b>		

II. White Board Protocol /Lesson Line Structure	COMMENT(S) / EVIDENCE	
The standards are posted for students to review and refer to daily		
Standards are in posted in the form of "I CAN" statements		
AGENDA Posted on the Board for Students (Outline of what will take place during the class period)		
<b>DOMAIN SCORE:</b>		

III. Classroom Management	COMMENT(S) / EVIDENCE	
Rules/Consequences/Rewards Posted		
Evidence of enforcement of Rules Asserts authority effectively, use firm, and respectful tone with students		
Use praise and positive reinforcements to encourage targeted behaviors		
<b>DOMAIN SCORE:</b>		

IV. Classroom Instruction	COMMENT (S) / EVIDENCE
Evidence of Lesson Introduction (Verbalize Standards) and (Hook)	
Evidence teacher modeled the standards expected outcome ("I Do")	
Exemplars of expectations are shared with students and displayed for reference	
Evidence of Guided Practice ("We Do")	
Evidence of Workstations and Differentiated Activities	
Evidence of Group Collaboration and Communication	
Evidence of Lesson Closure	
Evidence of Ticket Out the Door Activity	
Lesson Plans Available for Review	
Evidence Standards are Aligned to State Assessments and Activities	
Anchor Charts are posted and updated based on current standards or objectives being taught	
Vocabulary Walls are Posted and Updated Math Walls are Posted and Updated	
Students' work Displayed Inside and Outside of Classrooms	
Domain Score:	
DOMAIN Average SCORE:	
TEACHER'S SIGNATURE:	DATE:
EVALUATOR'S SIGNATURE:	DATE:

# North Panola School District Lesson Line Structure

OPENING

## *"Starting it Up"*

- Statement of Objective
- Statement of Purpose
- Activating Prior Knowledge/Making Connections
- Critical Vocabulary
- Direct, Explicit Instruction
- Posting of work Period Agenda

## *"Teaching Up"*

- *"I DO"*
  - *"WE DO"*
- GRADUAL RELEASE OF RESPONSIBILITY*

WORK PERIOD

## *"Soaking it Up"*

- *Guided Practice*
- *Group Collaboration/Communication*
- *Teacher as Facilitator*
- *Differentiated Activities*

CLOSING

## *"Closing it Up"*

- *Student demonstration of learning*
- *Informal/Formative Assessment*
- *Independent Practice— i.e., homework*

CHECKING FOR UNDERSTANDING - QUESTIONING

## North Panola School District 2017-2018 School Calendar

August	1 - 3	Staff Development (No Students)
	4	Students' First Day of School
September	4	<i>Labor Day Holiday</i>
	6	Progress Reports
October	4 - 6	1st Nine Weeks Test
	9 - 10	<i>Fall Break</i>
	16	Parent Conference Day (Report Cards - No Students)
November	13	Progress Reports
	20 - 24	<i>Thanksgiving Holidays</i>
December	18 - 19	Semester Exams
	20	Semester Exams (60% day)
	21 - 29	<i>Christmas / New Year Holidays</i>
January	1 - 3	<i>Christmas / New Year Holidays</i>
	4	Staff Development (No Students)
	5	Students Return to School
	10	Report Cards
	15	<i>Martin L. King, Jr. Holiday</i>
February	6	Parent Conference Night (Progress Reports)
	19	<i>Presidents Day Holiday</i>
March	7 - 9	3rd Nine Weeks Test
	12 - 16	<i>Spring Break</i>
	26	Report Cards
	30	<i>Good Friday Holiday</i>
April	2	<i>Easter Monday Holiday</i>
	16	Progress Reports
	25 - 27	Kindergarten Pre-Registration
May	16	District-Wide Elementary Registration
	17	District-Wide Secondary Registration
	22 - 23	Final Exams
	24	Final Exams (60% day) (Last Day for Students)
	28	<i>Memorial Day Holiday</i>
	30	Last Day for Teachers
	TBA	Graduation
June	4 - 8	Report Card Pick-up & Open Registration

**Note:** There are two (2) extra days in this calendar to allow for emergency closings. If the extra days are not used, the second semester will be shortened by the day(s) not used, leaving the state mandated 180 days for students and 187 days for teachers.

	Student Days	Teacher Days
1st Semester	90	94
2nd Semester	92	95
Total Days	182	189



# NORTH PANOLA SCHOOL DISTRICT

Central Office #2  
 121 McLaurin Street  
 Sardis, MS 38666  
 Phone: (662) 487-3029  
 Fax: (662) 487-2015

Michael R. Britt – Director of Accreditation & Accountability  
*“Providing a Quality Education for All Students”*

## Crenshaw Elementary School 2017-2018 Daily Schedule (Tentative)

Daily Schedule	Time	Total Minutes
Staff Arrival	6:55	*****
Bus Drop-Off	6:55-7:05	25 minutes
Cafeteria Opens	7:00	*****
Intervention	7:30-8:10	40 minutes
1 <sup>st</sup> Period	8:13-9:01	48 minutes
2 <sup>nd</sup> Period	9:04-9:52	48 minutes
3 <sup>rd</sup> Period	9:55-10:43	48 minutes
4 <sup>th</sup> Period/Lunch	10:46-12:03	48 minutes/25 minutes
5 <sup>th</sup> Period	12:06-12:54	48 minutes
6 <sup>th</sup> Period	12:57-1:45	48 minutes
7 <sup>th</sup> Period	1:48-2:36	48 minutes
Dismissal	2:36-2:41	5 minutes
<b>Total Instruction Minutes (Students)</b>	*****	<b>376 minutes</b>
Teacher Planning	Monday (2:45-3:30)	45 minutes
Staff Meeting (Bi-Weekly)/ Teacher Planning	Tuesday (2:45-3:30)	45 minutes
Vertical Alignment Content Meetings/ Data Meetings	Wednesday & Thursday (2:45-3:30)	45 minutes
<b>Total Instructional Minutes (Teachers)</b>	<b>Monday - Friday</b>	<b>376 minutes</b>
<b>Total Instructional Minutes (Teachers including PD)</b>	<b>Wednesday &amp; Thursday</b>	<b>421 minutes</b>
<b>Note: Board Policy GBRB – Professional Personnel Time Schedule (Length of Work Day)</b> <b>Elementary teachers are to remain on campus until 3:30 p.m. Monday-Thursday.</b>		

*Vision: To become an A-rated district with all A-rated schools*  
*“Leadership, Collaboration, Innovation”*

### Grade Level Planning Times

<b>Grade</b>	<b>Period</b>	<b>Time</b>
<b>K – 1<sup>st</sup></b>	<b>3<sup>rd</sup></b>	<b>9:55-10:43</b>
<b>2<sup>nd</sup></b>	<b>6<sup>th</sup></b>	<b>12:57-1:45</b>
<b>3<sup>rd</sup></b>	<b>5<sup>th</sup></b>	<b>12:06-12:54</b>
<b>4<sup>th</sup> – 5<sup>th</sup></b>	<b>7<sup>th</sup></b>	<b>1:48-2:36</b>

### After-School Staff Meetings/PD Sessions/Planning

<b>Day</b>	<b>Time</b>	<b>Activity</b>
<b>Monday</b>	<b>2:45-3:30</b>	<b>Individual Teacher Planning</b>
<b>Tuesday</b>	<b>2:45-3:30</b>	<b>Staff Meeting (Bi-Weekly)/Teacher Planning</b>
<b>Wednesday</b>	<b>2:45-3:30</b>	<b>Vertical Alignment/Content Meetings (PD)</b>
<b>Thursday</b>	<b>2:45-3:30</b>	<b>Data Analysis Sessions to Drive Instruction (PD)</b>

*Vision: To become an A-rated district with all A-rated schools  
"Leadership, Collaboration, Innovation"*

# **Appendix H**

## **Recruitment & Hiring**

**School Leader job description**

**(Attachment 14)**

**School Leader interview protocols or  
evaluation forms (Attachment 15)**

**Interview protocols or evaluation forms,  
including for hiring and/or re-hiring  
(Attachment 16)**



# NORTH PANOLA SCHOOL DISTRICT

## JOB DESCRIPTION

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**POSITION TITLE:** Principal

**QUALIFICATIONS:**

- Meet minimum standards for certification as set forth by the Mississippi Department of Education for the licensure
- Master's Degree in Educational Leadership or Educational Administration
- A minimum of 3 years teaching experience and a minimum of 2 years of supervisory education experience
- Excellent communication and interpersonal skills

**REPORTS TO:** Superintendent

**TERMS OF EMPLOYMENT:** Contract with salary and dates to be established by the Board of Education.

**APPOINTMENT:**

The Principal shall be recommended by the superintendent and appointed by the board.

**PHYSICAL REQUIREMENTS:**

Standing, walking, sitting, lifting and carrying (up to 10 pounds), reaching, squatting, climbing stairs, kneeling, and moving furniture may be required. The position requires the ability to perceive the nature of the object by the eye and the ability to give and receive information through effective speaking, listening, and writing skills.

**JOB SUMMARY:**

The principal develops and leads an organization that focuses staff, students, parents, guardians, and other stakeholders on academic achievement and growth for all students. The principal develops a customer-focused organization; works to develop human resources; manages his/her school effectively, and manages all resources.

**PERFORMANCE RESPONSIBILITIES:**

1. Establishes and maintains an effective learning climate in the school.
2. Plans, organizes, and directs implementation of all school activities
3. Keeps the Superintendent fully and completely informed of the school's activities and problems, including events and activities of an unusual nature as well as routine matters related to the Superintendent's responsibility to the Board and the community.
4. Makes recommendations to the Superintendent regarding the school's administration and its program of instruction.
5. Reach and maintain a Performance Level of a "C" for the responsible school.
6. Prepares and submits the school's budgetary requests, and monitors expenditure of funds.
7. Supervises the preparation and maintenance of all required records, reports, lists, and other paperwork pertaining to the school, its students, and its faculty and staff
8. Works cooperatively with district administrative staff to resolve school problems that impact the district's K-12 educational program
9. Interprets to faculty and staff and enforces district policies and administrative regulations, assuming personal accountability for the observance of Board policies and administrative regulations by all personnel within the school
10. Maintains an active, positive, and professional relationship with students and their parents.
11. Budgets school times to provide for the efficient conduct of school instruction and extracurricular activities.
12. Leads in the development and monitoring of the instructional program.
13. Schedules classes within established guidelines to meet student needs.
14. Assists in the development, revision, and evaluation of the curriculum.
15. Supervises the guidance program to enhance individual student education and development.
16. Maintains high standards of student conduct and enforces discipline as necessary, according to the due process rights of students
17. Establishes guides for proper student conduct and maintaining student discipline, and communicates it in a consistent and informative way to students and parents.
18. Maintains and controls various local funds generated by student and other school activities.
19. Attends special events held to recognize student achievement, and attends school-sponsored activities, functions, and athletic





# NORTH PANOLA SCHOOL DISTRICT

## JOB DESCRIPTION

---

- events.
20. Supervises the maintenance of accurate records on the progress and attendance of students.
  21. Assumes responsibility for the attendance, conduct, and maintenance of health of students.
  22. Keeps abreast of changes and development in the profession while assuming personal responsibility for his or her own professional growth and development as an administrator and leader.
  23. Supervises all professionals, paraprofessional, administrative, and support staff assigned to the school.
  24. Assists in recruiting, screening, hiring, training, assigning, and evaluating the school's professional staff.
  25. Supervises the school's teaching process
  26. Approves the master teaching schedule and any special assignments.
  27. Orients newly assigned staff members, and assist in their development, as appropriate.
  28. Evaluates and counsels all staff members with respect to their individual and group performance.
  29. Conducts staff meetings as necessary for the proper functioning of the school.
  30. Recommends, according to established procedures, the removal of a teacher whose work is unsatisfactory.
  31. Makes arrangements for special conferences between parents and teachers.
  32. Assumes responsibility for the safety and administration of the school plant.
  33. Plans and conducts a safety program that may include fire drills, tornado drills, and an emergency preparedness program.
  34. Provides for adequate inventories of school property and for the security and accountability of said property.
  35. Supervises and evaluates the school's extracurricular program.
  36. Responds to written and oral requests for information.
  37. Cooperates with college and university officials regarding teacher training and preparation.
  38. Assumes responsibility for all official school correspondence and news releases.
  39. Serves as a member of such committees and attends such meetings as directed by the Superintendent
  40. Perform other related duties as supervising superintendent may assign.

### EVALUATION:

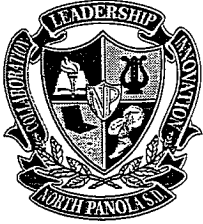
Performance of this job will be evaluated in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

The North Panola School District is an equal opportunity employer and does not discriminate on the basis of race, color, religion or creed, gender, national origin, age, disability, or veteran status in the admission to and provision of educational programs, activities, and services or employment opportunities and benefits.

POSITION TITLE: Principal



# NORTH PANOLA SCHOOL DISTRICT

Vision: To become an "A" rated district with all "A" rated schools  
*"Providing a Quality Education for All Students"*

## PRINCIPAL INTERVIEW QUESTIONS

Candidate's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rating scale for candidate's responses:	RATING
5 - Superior, 4 - Good, 3 - Adequate, 2 - Basic, 1 - Inadequate	
<b>MISSION AND VISION</b>	
1. As an administrator, what do you see as your primary mission?	
2. What would be your first priority in this position?	
3. What are the most important characteristics of an effective school?	
4. What are the three most important goals you would want to reach in our school? Why?	
<b>LEADERSHIP</b>	
5. Describe your leadership style?	
6. What do you think is your most outstanding contribution to your present school district or job?	
7. Describe a time that you were disappointed in the results of your supervision.	
8. Describe a recent incident that required quick reaction and good judgment on your part.	
9. Tell me about the last time you were involved in structuring the tasks of others and describe how your efforts contributed to effective accomplishment of the tasks.	
10. How would you go about trying to resolve a dispute between opposing factions within a school?	
<b>CURRICULUM, INSTRUCTION, AND ASSESSMENT</b>	
11. Briefly share your experience with curriculum development at the (indicate school level)	
12. Discuss your knowledge of the current trends and best practices in reading or math?	
13. When you visit a classroom, what are the first things you look for as signs that the classroom is an effective learning place?	
14. What do you consider to be examples of appropriate instructional practices?	
15. What instructional strategies would you want new teachers to be sure to employ? How would you ensure this?	
16. What is student centered instruction and how would you work with teachers to make classrooms more student-centered?	
17. What role should technology play in (indicate a school level) and how can it support teaching and learning?	
18. Describe how you will use data to drive instruction?	

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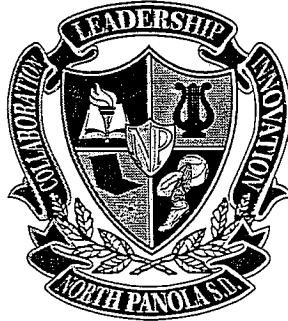
19. What type of school assessment system will you implement?	
20. Describe how you will hold faculty and staff accountable for student achievement?	
<b>PROFESSIONAL DEVELOPMENT</b>	
21. Share a model professional development experience that you have had or what like to implement.	
22. How would you help an inexperienced teacher become more effective in the classroom?	
23. If you want to bring about change in a school, how would you use professional development to help the change process?	
24. How might you use staff evaluation as a tool in order to help teachers and support staff develop new competencies and explore innovations instruction?	
25. Please describe any professional development activities you have directly facilitated.	
<b>DISCIPLINE</b>	
26. How would you explain the connection between safe and orderly schools and student achievement?	
27. Describe how you would carry out a disciplinary action involving a student.	
28. What discipline plan or procedures have you used effectively in previous positions?	
29. Share your method of dealing with a student who is continually disruptive in class?	
30. What steps would you take to deal with an irate parent concerning a disciplinary action against their child?	
31. Tell us how you would handle the following situation: A student is sent to your office because he has forgotten his homework for the fifth day in a row.	
<b>CULTURE, COMMUNICATION, TEAMWORK</b>	
32. As the principal, how would you create a culture of academic excellence? How have you done that in previous jobs?	
33. In what ways would you encourage students who are not working up to their potentials?	
34. Describe how you would go about establishing positive relationships and trust with the school community?	
35. How will you market the school's instructional qualities to the community?	
36. High-risk parents are often not involved in the school process. What strategies would you use to engage them?	
37. Successful schools build strong relationships with major stakeholders. Explain how you will build those relationships?	
38. Give your definition of collaboration.	
39. How would you develop the team concept with your staff? With the community?	
40. What do you believe is the principal's role in assisting teachers in team planning and teaching?	

**Note: Score is based on the number questions asked. Not the total number of questions listed. Attach any comment sheets to support ratings.**

Interviewer's Name: \_\_\_\_\_

Average SCORE: \_\_\_\_\_

*Vision: To become an A-rated district with all A-rated schools  
"Leadership, Collaboration, Innovation"*



**North Panola School District Principal/Assistant Principal/Lead  
Teacher/ Instructional Coach/CTE Directors  
Evaluation/Job Description**

**NORTH PANOLA SCHOOL DISTRICT**  
**Principal/Assistant Principal/Lead Teacher/ Instructional Coach/CTE Directors**  
**FORMATIVE/SUMMATIVE EVALUATION FORM A**

Instructional Leaders:		DATE:
	FORMATIVE EVALUATION	RATINGSCALE
	SUMMATIVE EVALUATION	
		4 – Exemplary – Performance beyond District Standard 3 – Proficient – District Standard 2 – Basic – Below District Standard 1 – Unsatisfactory – Unacceptable performance, needs improvement

**COMPETENCIES AND EXAMPLES OF KEY PERFORMANCE INDICATORS FOR ALL STAFF**

1. <b>Integrity and Honesty:</b> Demonstrates a sense of responsibility and commitment to the public trust through statements and actions; models and demonstrates high standards of integrity, trust, openness, and respect for others; and demonstrates integrity by maintaining necessary confidentiality.	
2. <b>Attendance/Use of Time:</b> Not excessively absent; arrives to work at expected time; keeps appointments on time; maintains appropriate hours; and makes effective use of time. Employee is dependable and has a minimum of unplanned absences. Personal and other business, professional development and school business trips are scheduled in a way that does not interfere with job performance or productivity. Employee never leaves campus without informing immediate supervisor.	
3. <b>Manages Workload:</b> Submits completed work on time consistent with priorities; ensures work meets or exceeds standards; commits time as necessary to fulfill responsibilities of position in a competent manner; manages work in an orderly and efficient manner; resolves tasks timely and accurately; operates with a clear sense of priorities; shows a high capacity to adapt quickly to change shortening the response time of processes and systems; and eliminates bureaucratic practices to accelerate all aspects of work. <i>Employee is able to delegate tasks to maximize total program operations.</i>	
4. <b>Work Ethic:</b> Is productive, diligent, conscientious, and loyal and conscientiously abides by the rules, regulations, and procedures governing work.	
5. <b>Service Orientation:</b> Demonstrates commitment to quality public service through statements and actions: seeks to understand and meet and/or exceed the needs and expectations of students, parents, vendors, treat other employees and stakeholders with respect by responding to requests in a professional manner even in difficult circumstances; provides accurate and timely service; returns phone calls and provide responses to stakeholders in a timely manner; and develops positive relationships with all stakeholders.	
6. <b>Interpersonal Relationships:</b> Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships; demonstrates cross cultural sensitivity and understanding; identifies and seeks to solve problems and prevent or resolve conflict situations; and encourages others through positive reinforcement. <i>Does not let personal concerns affect job performance; evidences sufficient maturity and good judgment to function in crisis situations; conveys a friendly attitude and good rapport with co-workers, students, and parents; displays self-confidence; works cooperatively with co-workers, students, and administration to accomplish desired goals.</i>	
7. <b>Communications Skills:</b> Provides thorough and accurate information and is able to communicate effectively and accurately through spoken and written communication. Public communication is reviewed and distributed with a minimum number of errors. Uses a tactful and courteous approach when dealing with students and parents.	

<p><b>8. Accountability:</b> Accepts responsibility for actions and results; is productive and carries fair share of the workload; demonstrates loyalty to the job and the district and is a good steward of district assets; deals effectively with pressure and recovers quickly from setbacks; takes ownership of tasks, performance standards, and mistakes; has knowledge to perform one's job; and knows and supports the organization's mission.</p>	
<p><b>9. Self-Development:</b> Adapts behavior or work methods in response to new information; seeks efficient learning techniques and opportunities to acquire and apply new knowledge and skills; develops and enhance skills to adapt to changing organizational needs; and remains open to change, new information, and ideas; <i>constantly evaluates performance and initiates corrective measures as needed.</i></p>	
<p><b>10. Functional/Technical Capability:</b> Possesses or is capable of developing the specific knowledge and technical abilities to succeed in the specified position; is proficient in operating technical equipment in performing duties of the job; and possesses the necessary problem solving, thinking, and reasoning skills to tackle new problems and difficult situations that may arise as part of the job.</p>	
<p><b>Average Percent Score:</b> The total number of points divided by 10. No rounding  Example: 4+4+4+4+4+3+3+3+3= 35/10= 3.5 (Proficient)</p>	
<p><b>COMMENTS</b></p>	
<p><b>AREAS OF STRENGTHS:</b></p>	
<p><b>AREAS OF WEAKNESS:</b></p>	
<p><b>NEXT STEPS:</b></p>	
<p><b>INSTRUCTIONAL LEADER SIGNATURE:</b></p>	<p><b>DATE:</b></p>
<p><b>EVALUATOR SIGNATURE:</b></p>	<p><b>DATE:</b></p>

**NORTH PANOLA SCHOOL DISTRICT**  
**Principal/Assistant Principal/Lead Teacher/ Instructional Coach/CTE Directors**  
**FORMATIVE/SUMMATIVE EVALUATION FORM B-1**

INSTRUCTIONAL LEADER:		SCHOOL:	
EDUCATOR'S ID:		SCHOOL DISTRICT:	
DATE:		EVALUATION:	
	FORMATIVE EVALUATION	STANDARDS	4 points - Distinguished 3 points - Effective 2 points - Emerging 1 points - Unsatisfactory
	SUMMATIVE EVALUATION		
<b>Domain I: Shared Vision, School Culture, and Family Engagement</b>			<b>Score</b>
1. Implements a shared vision			
2. Maintains a supportive, secure, and respectful learning environment			
3. Engages in courageous conversations about diversity			
4. Welcomes families and community members into the school			
<b>Domain score (average of Standard scores)</b>			
<b>Domain II: Teaching and Learning</b>			<b>Score</b>
5. Supports the development and implementation of Mississippi standards-based lesson and unit plans			
6. Implements effective instructional strategies to meet student learning needs			
7. Tracks student-level data to drive continuous improvement			
8. Uses disaggregated data to inform academic intervention			
<b>Domain score (average of Standard scores)</b>			
<b>Domain III: Staff Development</b>			
9. Provides actionable feedback			
10. Coaches and implements learning structures			
11. Provides leadership opportunities			
12. Develops a highly effective leadership team			
<b>Domain score (average of Standard Scores)</b>			

<b>Domain IV: Strategic Planning and Systems</b>	
13. Develops and implements a strategic plan	
14. Monitors progress toward goals	
15. Effectively manages professional time	
16. Aligns and manages the school's resources	
Domain score (average of Standard scores)	
<b>Domain V: Personal Leadership and Growth</b>	
17. Demonstrations self-awareness, reflection, and ongoing learning	
18. Demonstrates resiliency in the face of challenge	
19. Communicates with stakeholders	
Domain score (average of Standard scores)	
NPSD/Leadership ISLLC summary score (average of Domain scores)	
<b>Comment</b>	
AREAS OF STRENGTH:	
AREAS OF GROWTH:	
NEXT STEPS/TIMELINE:	
SIGNATURE:	DATE:
EVALUATOR'S SIGNATURE:	DATE:



**NORTH PANOLA SCHOOL DISTRICT  
JOB IMPROVEMENT TARGET (JIT)  
Principal/Assistant Principal/Lead Teacher/ Instructional Coach FORM D**

SLP:	SCHOOL:	DATE:										
<b>A. Job Improvement Targets (JIT):</b>												
<b>B. Performance Area:</b>  Indicate domain priority (rank 1-5 with 1 being the highest priority)		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; height: 15px;"></td><td style="text-align: center;">Domain I</td></tr> <tr><td style="width: 20px; height: 15px;"></td><td style="text-align: center;">Domain II</td></tr> <tr><td style="width: 20px; height: 15px;"></td><td style="text-align: center;">Domain III</td></tr> <tr><td style="width: 20px; height: 15px;"></td><td style="text-align: center;">Domain IV</td></tr> <tr><td style="width: 20px; height: 15px;"></td><td style="text-align: center;">Domain V</td></tr> </table>		Domain I		Domain II		Domain III		Domain IV		Domain V
	Domain I											
	Domain II											
	Domain III											
	Domain IV											
	Domain V											
<b>C. Criterion for Improvement:</b>												
<b>D. Procedures: (List by Standard and indicators)</b>												
<b>E. Appraisal Methods:</b>												
<b>F. JIT Dates:</b> Target Date:  Execution Date:  Progress Check:  Progress Check:  Ending Date:	<b>G. Date Achieved / Summary Report</b> (Please Attach Supervisor's and Instructional Leader) <b>Comments:</b>  <i>Special Note: This is a form of an improvement plan. Lack of improvement will result in more severe recommendations including, but not limited to, the development of a more intense improvement plan or recommendation for termination.</i>											
<b>H. Professional Development/Support to be Provided:</b>												
<b>INSTRUCTIONAL LEADERSHIP'S SIGNATURE:</b>		<b>DATE:</b>										
<b>EVALUATOR'S SIGNATURE:</b>		<b>DATE:</b>										

**NORTH PANOLA SCHOOL DISTRICT  
JOB IMPROVEMENT STATUS (JIS)  
Principal/Assistant Principal/Lead Teacher/ Instructional Coach FORM E**

Instructional Leader:	SCHOOL:	DATE:
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Both parties are to complete this form for each JOB IMPROVEMENT TARGET for which a progress report is required.

A. Target:

B. Instructional Leader Report:

INSTRUCTIONAL LEADER SIGNATURE:		DATE:	
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Evaluator's Evaluation:

Evaluator's Comments:

EVALUATOR'S SIGNATURE:		DATE:	
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**NORTH PANOLA SCHOOL DISTRICT**  
**Principal/Assistant Principal/Lead Teacher/ Instructional Coach/CTE Director**  
**REPORT CARD FORM F**

Month	BOY Academic Grade	F-MOY Academic Grade	W-MOY Academic Grade	S-MOY Academic Grade	District Evaluation Score	MPES Evaluation Score
August						
September						
October						
1 <sup>st</sup> Quarter						
November						
December						
2 <sup>nd</sup> Quarter						
January						
February						
March						
3 <sup>rd</sup> Quarter						
April						
May						
4 <sup>th</sup> Quarter						
TOTAL FOR YEAR						
Employee's Signature					Date:	
Administrator's Signature					Date:	

**NORTH PANOLA SCHOOL DISTRICT  
TEACHER FORMATIVE/SUMMATIVE EVALUATION FORM A**

TEACHER:		DATE:	
	FORMATIVE EVALUATION	4 – Exemplary – Performance beyond District Standard 3 – Proficient – District Standard 2 – Basic – Below District Standard 1 – Unsatisfactory – Unacceptable performance, needs improvement	RATINGSCALE
	SUMMATIVE EVALUATION		
<b>COMPETENCIES AND EXAMPLES OF KEY PERFORMANCE INDICATORS FOR ALL STAFF</b>			
1. <b>Integrity and Honesty:</b> Demonstrates a sense of responsibility and commitment to the public trust through statements and actions; models and demonstrates high standards of integrity, trust, openness, and respect for others; and demonstrates integrity by maintaining necessary confidentiality.			
2. <b>Attendance/Use of Time:</b> Not excessively absent; arrives to work at expected time; keeps appointments on time; maintains appropriate hours; and makes effective use of time. Employee is dependable and has a minimum of unplanned absences. Personal and other business, professional development and school business trips are scheduled in a way that does not interfere with job performance or productivity. Employee never leaves campus without informing immediate supervisor.			
3. <b>Manages Workload:</b> Submits completed work on time consistent with priorities; ensures work meets or exceeds standards; commits time as necessary to fulfill responsibilities of position in a competent manner; manages work in an orderly and efficient manner; resolves tasks timely and accurately; operates with a clear sense of priorities; shows a high capacity to adapt quickly to change shortening the response time of processes and systems; and eliminates bureaucratic practices to accelerate all aspects of work. <i>Employee is able to delegate tasks to maximize total program operations and complete tasks such as supervising and assisting with evaluating teacher assistant's job performance periodically.</i>			
4. <b>Work Ethic:</b> Is productive, diligent, conscientious, and loyal and conscientiously abides by the rules, regulations, and procedures governing work.			
5. <b>Service Orientation:</b> Demonstrates commitment to quality public service through statements and actions: seeks to understand and meet and/or exceed the needs and expectations of students, parents, vendors, treat other employees and stakeholders with respect by responding to requests in a professional manner even in difficult circumstances; provides accurate and timely service; returns phone calls and provide responses to stakeholders in a timely manner; and develops positive relationships with all stakeholders.			
6. <b>Interpersonal Relationships:</b> Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships; demonstrates cross cultural sensitivity and understanding; identifies and seeks to solve problems and prevent or resolve conflict situations; and encourages others through positive reinforcement. <i>Does not let personal concerns affect job performance; evidences sufficient maturity and good judgment to function in crisis situations; conveys a friendly attitude and good rapport with co-workers, students, and parents; displays self-confidence; works cooperatively with co-workers, students, and administration to accomplish desired goals.</i>			
7. <b>Communications Skills:</b> Provides thorough and accurate information and is able to communicate effectively and accurately through spoken and written communication. Public communication is reviewed and distributed with a minimum number of errors. Uses a tactful and courteous approach when dealing with students and parents.			

<p><b>8. Accountability:</b> Accepts responsibility for actions and results; is productive and carries fair share of the workload; demonstrates loyalty to the job and the district and is a good steward of district assets; deals effectively with pressure and recovers quickly from setbacks; takes ownership of tasks, performance standards, and mistakes; has knowledge to perform one's job; and knows and supports the organization's mission.</p>	
<p><b>9. Self-Development:</b> Adapts behavior or work methods in response to new information; seeks efficient learning techniques and opportunities to acquire and apply new knowledge and skills; develops and enhance skills to adapt to changing organizational needs; and remains open to change, new information, and ideas; <i>constantly evaluates performance and initiates corrective measures as needed.</i></p>	
<p><b>10. Functional/Technical Capability:</b> Possesses or is capable of developing the specific knowledge and technical abilities to succeed in the specified position; is proficient in operating technical equipment in performing duties of the job; and possesses the necessary problem solving, thinking, and reasoning skills to tackle new problems and difficult situations that may arise as part of the job.</p>	
<p><b>Average Percent Score:</b> The total number of points divided by 10. No rounding  Example: 4+4+4+4+4+3+3+3+3+3= 35/10= 3.5 (Proficient)</p>	
<p><b>COMMENTS</b></p>	
<p><b>AREAS OF STRENGTHS:</b></p>	
<p><b>AREAS OF WEAKNESS</b></p>	
<p><b>NEXT STEPS:</b></p>	
<p><b>TEACHER SIGNATURE:</b></p>	<p><b>DATE:</b></p>
<p><b>EVALUATOR SIGNATURE:</b></p>	<p><b>DATE:</b></p>

This form is for district or school level documentation. It should not be submitted to MDE.

**NORTH PANOLA SCHOOL DISTRICT  
MISSISSIPPI TEACHER GROWTH RUBRIC  
FORMATIVE/SUMMATIVE EVALUATION FORM B-1**

TEACHER:		SCHOOL:	
EDUCATOR'S ID:		GRADE/SUBJECT:	
DATE:		EVALUATION:	
	INFORMATIVE EVALUATION	<b>STANDARDS</b>	4 points – Distinguished 3 points – Effective 2 points – Emerging 1 points – Unsatisfactory
	FORMATIVE EVALUATION		
	SUMMATIVE EVALUATION		
<b>Domain I: Lesson Design (evidence may include lesson plans, classrooms observations, and pre and post observation of conferences)</b>			<b>Score</b>
1. Lessons are aligned to standards and represents a coherent sequence for learning			
2. Lessons have high levels of learning for all students			
Domain I score (average of Standard scores)			
<b>Domain II: Student Understanding (evidence includes classroom observations)</b>			
3. Assists students in taking responsibility for learning and monitors student learning			
4. Provides multiple ways for students to make meaning of content			
Domain II score (average of Standard scores)			
<b>Domain III: Culture and Learning Environment (evidence includes classroom observations)</b>			
5. Manages a learning-focused classroom opportunity			
6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning			
7. Creates and maintains a classroom of respect for all students			
Domain III score (average of Standard Scores)			
<b>Domain IV: Professional Responsibilities (evidence may include lesson plans, classroom observations, and pre and post observation conferences)</b>			
8. Engages in professional learning			
9. Establishes and maintains effective communication with families/guardians			
Domain IV score (average of Standard scores)			
Summative teacher observation score (average of Domain scores)			

**COMMENDATIONS AND RECOMMENDATIONS**

**AREAS OF STRENGTH:**

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**AREAS OF GROWTH:**

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**NEXT STEPS/TIME-LINE:**

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**TEACHER'S SIGNATURE:**

**DATE:**

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**EVALUATOR'S SIGNATURE:**

**DATE:**

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This form is for district or school level documentation. It should not be submitted to MDE.







**Domain III: Culture and Learning Environment (evidence includes classroom observations)**

<p>5. Manages a learning-focused classroom community</p> <ul style="list-style-type: none"> <li>• Creates effective routines and expectations for students to safely voice opinions and ask and answer questions</li> <li>• Proactively monitors student behavior and redirects when necessary to maximize instructional time</li> <li>• Provides effective collaborative learning opportunities whenever appropriate</li> <li>• Ensures students take ownership of their work and are active participants in their learning</li> <li>• Provides opportunities for students to take on academic leadership roles that promote learning.</li> </ul>	<p>Comments/Evidence:</p>       <p>Score:</p>
<p>6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning</p> <ul style="list-style-type: none"> <li>• Effectively maximizes use of physical space and resources (including technology whenever appropriate) in support of student learning</li> <li>• Maximizes time such that students always have something meaningful to do</li> <li>• Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with minimal direction or narration from the teacher</li> <li>• Provides opportunities for students to share responsibility for leading classroom routines and/or procedures</li> </ul>	<p>Comments/Evidence:</p>       <p>Score:</p>
<p>7. Creates and maintains a classroom of respect for all students</p> <ul style="list-style-type: none"> <li>• Communicates respectfully to all students</li> <li>• Effectively fosters respectful relationships among all students</li> <li>• Demonstrates a strong positive relationship with all students</li> <li>• Fosters a classroom culture where students give unsolicited praise or encouragement to their peers</li> </ul>	<p>Comments/Evidence:</p>       <p>Score:</p>
<p>Domain Average Score:</p>	
<p>Domain Overall Average Score:</p>	

COMMENDATIONS AND RECOMMENDATIONS

AREAS OF STRENGTH:

AREAS OF GROWTH:

NEXT STEPS/TIME-LINE

POST OBSERVATION DATE:

Teacher's Signature:

Date:

Evaluator's Signature:

Date:

**NORTH PANOLA SCHOOL DISTRICT  
CLASSROOM EXPECTATIONS and NORMS FORM C**

<b>RATINGSCALE</b>	2 – EVIDENT 1 – SOMEWATE EVIDENT 0 – NO EVIDENCE N/O – NOT OBSERVED (Use only when you are not observing for this area)		
<b>TEACHER:</b>	<b>RATING</b>	<b>OBSERVER:</b>	<b>DATE:</b>
<b>I. "Don Now" or "Bell Ringer"</b>		<b>COMMENT(S)/EVIDENCE</b>	
Do Now addresses prior or current standard or objective			
Do Now questions are Aligned to MAP Assessment Questions			
Do Now questions average 5 minutes			
Students are engaged in completed the required Do Now and demonstrate understanding and mastery			
Teacher is monitoring student's progress and engages students in discussion concerning the DO NOW (Activating students prior knowledge and allowing students to demonstrate their learning)			
<b>DOMAIN SCORE:</b>			
<b>II. White Board Protocol /Lesson Line Structure</b>		<b>COMMENT(S) / EVIDENCE</b>	
The standards are posted for students to review and refer to daily			
Standards are in posted in the form of "I CAN" statements			
AGENDA Posted on the Board for Students (Outline of what will take place during the class period)			
<b>DOMAIN SCORE:</b>			
<b>III. Classroom Management</b>		<b>COMMENT(S) / EVIDENCE</b>	
Rules/Consequences/Rewards Posted			
Evidence of enforcement of Rules Asserts authority effectively, use firm, and respectful tone with students			
Use praise and positive reinforcements to encourage targeted behaviors			
<b>DOMAIN SCORE:</b>			

**IV. Classroom Instruction****COMMENT (S) / EVIDENCE**

Evidence of Lesson Introduction (Verbalize Standards) and (Hook)		
Evidence teacher modeled the standards expected outcome ("I Do")		
Exemplars of expectations are shared with students and displayed for reference		
Evidence of Guided Practice ("We Do")		
Evidence of Workstations and Differentiated Activities		
Evidence of Group Collaboration and Communication		
Evidence of Lesson Closure		
Evidence of Ticket Out the Door Activity		
Lesson Plans Available for Review		
Evidence Standards are Aligned to State Assessments and Activities		
Anchor Charts are posted and updated based on current standards or objectives being taught		
Vocabulary Walls are Posted and Updated Math Walls are Posted and Updated		
Students' work Displayed Inside and Outside of Classrooms		
Domain Score:		
DOMAIN Average SCORE:		
TEACHER'S SIGNATURE:		DATE:
EVALUATOR'S SIGNATURE:		DATE:

**NORTH PANOLA SCHOOL DISTRICT  
JOB IMPROVEMENT TARGET (JIT)  
TEACHER SUCCESS/IMPROVEMENT PLAN FORM D**

TEACHER:	SCHOOL:	DATE:
A. Job Improvement Targets (JIT):		
B. Performance Area:		Domain I: Lesson Design
Indicate domain priority (rank 1-5 with 1 being the highest priority)		Domain II: Student Understanding
		Domain III: Culture and Learning Environment
		Domain IV: Professional Responsibilities
C. Criterion For Improvement:		
D. Procedures: (List by Domain and indicators)		
E. Appraisal Methods:		
F. JIT Dates: Target Date:  Execution Date:  Progress Check:  Progress Check:  Ending Date:	G. Date Achieved /Summary Report (Please Attach Supervisor's and Teacher's Comments:)  <i>Special Note: This is a form of an improvement plan. Lack of improvement will result in more severe recommendations including, but not limited to, the development of a more intense improvement plan or recommendation for termination.</i>	
H. Professional Development/Support to be Provided:		
TEACHER'S SIGNATURE:		DATE:
EVALUATOR'S SIGNATURE:		DATE:

**NORTH PANOLA SCHOOL DISTRICT  
JOB IMPROVEMENT STATUS (JIS)  
TEACHER SUCCESS/IMPROVEMENT PLAN FORM E**

TEACHER:	SCHOOL:	DATE:
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Both parties are to complete this form for each JOB IMPROVEMENT TARGET for which a progress report is required.

A. Target:

B. Teacher's Report:

TEACHER'S SIGNATURE:		DATE:	
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Evaluator's Evaluation:

Evaluator's Comments:

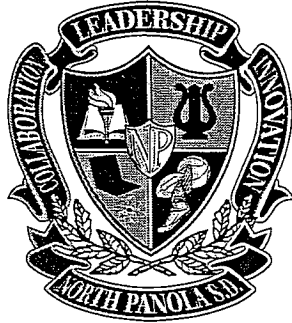
  
  
  
  
  
  

EVALUATOR'S SIGNATURE:		DATE:	
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**NORTH PANOLA SCHOOL DISTRICT  
INSTRUCTIONAL FACULTY/STAFF REPORT CARD FORM F**

<b>EMPLOYEE:</b>					<b>DATE:</b>	
<b>Month</b>	<b>Number of Absences</b>	<b>Discipline Referrals</b>	<b>Number of Reprimands</b>	<b>Academic Grade</b>	<b>District Evaluation Score</b>	<b>Mississippi Evaluation Score</b>
August						
September						
October						
<b>1<sup>st</sup> Quarter</b>						
November						
December						
<b>2<sup>nd</sup> Quarter</b>						
January						
February						
March						
<b>3<sup>rd</sup> Quarter</b>						
April						
May						
<b>4<sup>th</sup> Quarter</b>						
<b>TOTAL FOR YEAR</b>						
<b>Employee's Signature</b>					<b>Date:</b>	
<b>Administrator's Signature</b>					<b>Date:</b>	





**North Panola School District Teacher Evaluation/Job Description  
Paraprofessional: Assistant Teacher/Computer Lab Monitors/Assistant  
Interventionists**

**NORTH PANOLA SCHOOL DISTRICT  
PARAPROFESSIONAL  
FORMATIVE/SUMMATIVE EVALUATION FORM A**

PARAPROFESSIONAL:		DATE:
	FORMATIVE EVALUATION	RATINGS SCALE
	SUMMATIVE EVALUATION	
		4 – Exemplary – Performance beyond District Standard 3 – Proficient – District Standard 2 – Basic – Below District Standard 1 – Unsatisfactory – Unacceptable performance, needs improvement

**COMPETENCIES AND EXAMPLES OF KEY PERFORMANCE INDICATORS FOR ALL STAFF**

1. <b>Integrity and Honesty:</b> Demonstrates a sense of responsibility and commitment to the public trust through statements and actions; models and demonstrates high standards of integrity, trust, openness, and respect for others; and demonstrates integrity by maintaining necessary confidentiality.	
2. <b>Attendance/Use of Time:</b> Not excessively absent; arrives to work at expected time; keeps appointments on time; maintains appropriate hours; and makes effective use of time. Employee is dependable and has a minimum of unplanned absences. Personal and other business, professional development and school business trips are scheduled in a way that does not interfere with job performance or productivity. Employee never leaves campus without informing immediate supervisor.	
3. <b>Manages Workload:</b> Submits completed work on time consistent with priorities; ensures work meets or exceeds standards; commits time as necessary to fulfill responsibilities of position in a competent manner; manages work in an orderly and efficient manner; resolves tasks timely and accurately; operates with a clear sense of priorities; shows a high capacity to adapt quickly to change shortening the response time of processes and systems; and eliminates bureaucratic practices to accelerate all aspects of work. <i>Employee is able to delegate tasks to maximize total program operations.</i>	
4. <b>Work Ethic:</b> is productive, diligent, conscientious, and loyal and conscientiously abides by the rules, regulations, and procedures governing work.	
5. <b>Service Orientation:</b> Demonstrates commitment to quality public service through statements and actions: seeks to understand and meet and/or exceed the needs and expectations of students, parents, vendors, treat other employees and stakeholders with respect by responding to requests in a professional manner even in difficult circumstances; provides accurate and timely service; returns phone calls and provide responses to stakeholders in a timely manner; and develops positive relationships with all stakeholders.	
6. <b>Interpersonal Relationships:</b> Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships; demonstrates cross cultural sensitivity and understanding; identifies and seeks to solve problems and prevent or resolve conflict situations; and encourages others through positive reinforcement. <i>Does not let personal concerns affect job performance; evidences sufficient maturity and good judgment to function in crisis situations; conveys a friendly attitude and good rapport with co-workers, students, and parents; displays self-confidence; works cooperatively with co-workers, students, and administration to accomplish desired goals.</i>	

<p>7. <b>Communications Skills:</b> Provides thorough and accurate information and is able to communicate effectively and accurately through spoken and written communication. Public communication is reviewed and distributed with a minimum number of errors. Uses a tactful and courteous approach when dealing with students and parents.</p>	
<p>8. <b>Accountability:</b> Accepts responsibility for actions and results; is productive and carries fair share of the workload; demonstrates loyalty to the job and the district and is a good steward of district assets; deals effectively with pressure and recovers quickly from setbacks; takes ownership of tasks, performance standards, and mistakes; has knowledge to perform one's job; and knows and supports the organization's mission.</p>	
<p>9. <b>Self-Development:</b> Adapts behavior or work methods in response to new information; seeks efficient learning techniques and opportunities to acquire and apply new knowledge and skills; develops and enhance skills to adapt to changing organizational needs; and remains open to change, new information, and ideas; <i>constantly evaluates performance and initiates corrective measures as needed.</i></p>	
<p>10. <b>Functional/Technical Capability:</b> Possesses or is capable of developing the specific knowledge and technical abilities to succeed in the specified position; is proficient in operating technical equipment in performing duties of the job; and possesses the necessary problem solving, thinking, and reasoning skills to tackle new problems and difficult situations that may arise as part of the job.</p>	
<p><b>Average Percent Score:</b> The total number of points divided by 10. No rounding  Example: 4+4+4+4+4+3+3+3+3+3= 35/10= 3.5 (Proficient)</p>	
<p><b>COMMENTS</b></p>	
<p><b>AREAS OF STRENGTHS:</b></p>	
<p><b>AREAS OF WEAKNESS:</b></p>	
<p><b>NEXT STEPS:</b></p>	
<p><b>PARAPROFESSIONAL SIGNATURE:</b></p>	<p><b>DATE:</b></p>
<p><b>EVALUATOR SIGNATURE:</b></p>	<p><b>DATE:</b></p>

This form is for district or school level documentation. It should not be submitted to MDE.

**NORTH PANOLA SCHOOL DISTRICT  
PARAPROFESSIONAL GROWTH RUBRIC  
FORMATIVE/SUMMATIVE EVALUATION FORM B-1**

TEACHER:		SCHOOL:	
EDUCATOR'S ID:		GRADE/SUBJECT:	
DATE:		EVALUATION:	
	INFORMATIVE EVALUATION	<b>STANDARDS</b>	4 points – Distinguished 3 points – Effective 2 points – Emerging 1 points – Unsatisfactory
	FORMATIVE EVALUATION		
	SUMMATIVE EVALUATION		
<b>Domain I: Lesson Design (evidence may include lesson plans, classrooms observations, and pre and post observation of conferences)</b>			<b>Score</b>
1. Lessons are aligned to standards and represents a coherent sequence for learning			
2. Lessons have high levels of learning for all students			
Domain I score (average of Standard scores)			
<b>Domain II: Student Understanding (evidence includes classroom observations)</b>			
3. Assists students in taking responsibility for learning and monitors student learning			
4. Provides multiple ways for students to make meaning of content			
Domain II score (average of Standard scores)			
<b>Domain III: Culture and Learning Environment (evidence includes classroom observations)</b>			
5. Manages a learning-focused classroom opportunity			
6. Manages classroom space, time, and resources (including technology when appropriate) effectively for student learning			
7. Creates and maintains a classroom of respect for all students			
Domain III score (average of Standard Scores)			
<b>Domain IV: Professional Responsibilities (evidence may include lesson plans, classroom observations, and pre and post observation conferences)</b>			
8. Engages in professional learning			
9. Establishes and maintains effective communication with families/guardians			
Domain IV score (average of Standard scores)			
Summative teacher observation score (average of Domain scores)			

**COMMENDATIONS AND RECOMMENDATIONS**

**AREAS OF STRENGTH:**

**AREAS OF GROWTH:**

**NEXT STEPS/TIME-LINE:**

**TEACHER'S SIGNATURE:**

**DATE:**

**EVALUATOR'S SIGNATURE:**

**DATE:**

This form is for district or school level documentation. It should not be submitted to MDE.

**NORTH PANOLA SCHOOL DISTRICT  
JOB IMPROVEMENT TARGET (JIT)  
PARAPROFESSIONAL SUCCESS/IMPROVEMENT PLAN FORM D**

PARAPROFESSIONAL:	SCHOOL:	DATE:
A. Job Improvement Targets (JIT):		
B. Performance Area:		Domain I: Lesson Design
Indicate domain priority (rank 1-5 with 1 being the highest priority)		Domain II: Student Understanding
		Domain III: Culture and Learning Environment
		Domain IV: Professional Responsibilities
C. Criterion For Improvement:		
D. Procedures: (List by Domain and indicators)		
E. Appraisal Methods:		
F. JIT Dates:	G. Date Achieved /Summary Report (Please Attach Supervisor's and Teacher's Comments:)	
Target Date:	<i>Special Note: This is a form of an improvement plan. Lack of improvement will result in more severe recommendations including, but not limited to, the development of a more intense improvement plan or recommendation for termination.</i>	
Execution Date:		
Progress Check:		
Progress Check:		
Ending Date:		
H. Professional Development/Support to be Provided:		
PARAPROFESSIONAL'S SIGNATURE:		DATE:
EVALUATOR'S SIGNATURE:		DATE:

**NORTH PANOLA SCHOOL DISTRICT  
JOB IMPROVEMENT STATUS (JIS)  
PARAPROFESSIONAL SUCCESS/IMPROVEMENT PLAN FORM E**

PARAPROFESSIONAL:	SCHOOL:	DATE:
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Both parties are to complete this form for each JOB IMPROVEMENT TARGET for which a progress report is required.

A. Target:

B. Paraprofessional's Report:

PARAPROFESSIONAL'S SIGNATURE:		DATE:	
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Evaluator's Evaluation:

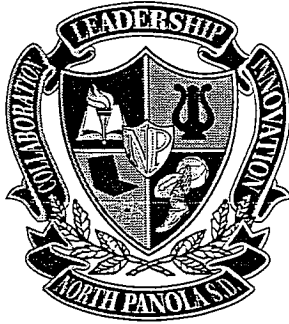
Evaluator's Comments:

EVALUATOR'S SIGNATURE:		DATE:	
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**NORTH PANOLA SCHOOL DISTRICT  
INSTRUCTIONAL FACULTY/STAFF REPORT CARD FORM F**

Month	Number of Absences	Discipline Referrals	Number of Reprimands	Academic Grade	District Evaluation Score	Mississippi Evaluation Score
August						
September						
October						
1 <sup>st</sup> Quarter						
November						
December						
2 <sup>nd</sup> Quarter						
January						
February						
March						
3 <sup>rd</sup> Quarter						
April						
May						
4 <sup>th</sup> Quarter						
TOTAL FOR YEAR						
Employee's Signature					Date:	
Administrator's Signature					Date:	





**North Panola School District Librarian Evaluation/Job Description  
Librarians (MLEI)**

**NORTH PANOLA SCHOOL DISTRICT  
LIBRARIAN FORMATIVE/SUMMATIVE EVALUATION FORM A**

LIBRARIAN:		DATE:
FORMATIVE EVALUATION	4 – Exemplary – Performance beyond District Standard 3 – Proficient – District Standard	RATINGSCALE
SUMMATIVE EVALUATION	2 – Basic – Below District Standard 1 – Unsatisfactory – Unacceptable performance, needs improvement	

**COMPETENCIES AND EXAMPLES OF KEY PERFORMANCE INDICATORS FOR ALL STAFF**

1. <b>Integrity and Honesty:</b> Demonstrates a sense of responsibility and commitment to the public trust through statements and actions; models and demonstrates high standards of integrity, trust, openness, and respect for others; and demonstrates integrity by maintaining necessary confidentiality.	
2. <b>Attendance/Use of Time:</b> Not excessively absent; arrives to work at expected time; keeps appointments on time; maintains appropriate hours; and makes effective use of time. Employee is dependable and has a minimum of unplanned absences. Personal and other business, professional development and school business trips are scheduled in a way that does not interfere with job performance or productivity. Employee never leaves campus without informing immediate supervisor.	
3. <b>Manages Workload:</b> Submits completed work on time consistent with priorities; ensures work meets or exceeds standards; commits time as necessary to fulfill responsibilities of position in a competent manner; manages work in an orderly and efficient manner; resolves tasks timely and accurately; operates with a clear sense of priorities; shows a high capacity to adapt quickly to change shortening the response time of processes and systems; and eliminates bureaucratic practices to accelerate all aspects of work. <i>Employee is able to delegate tasks to maximize total program operations.</i>	
4. <b>Work Ethic:</b> Is productive, diligent, conscientious, and loyal and conscientiously abides by the rules, regulations, and procedures governing work.	
5. <b>Service Orientation:</b> Demonstrates commitment to quality public service through statements and actions: seeks to understand and meet and/or exceed the needs and expectations of students, parents, vendors, treat other employees and stakeholders with respect by responding to requests in a professional manner even in difficult circumstances; provides accurate and timely service; returns phone calls and provide responses to stakeholders in a timely manner; and develops positive relationships with all stakeholders.	
6. <b>Interpersonal Relationships:</b> Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships; demonstrates cross cultural sensitivity and understanding; identifies and seeks to solve problems and prevent or resolve conflict situations; and encourages others through positive reinforcement. <i>Does not let personal concerns affect job performance; evidences sufficient maturity and good judgment to function in crisis situations; conveys a friendly attitude and good rapport with co-workers, students, and parents; displays self-confidence; works cooperatively with co-workers, students, and administration to accomplish desired goals.</i>	
7. <b>Communications Skills:</b> Provides thorough and accurate information and is able to communicate effectively and accurately through spoken and written communication. Public communication is reviewed and distributed with a minimum number of errors. Uses a tactful and courteous approach when dealing with students and parents.	

<p><b>8: Accountability:</b> Accepts responsibility for actions and results; is productive and carries fair share of the workload; demonstrates loyalty to the job and the district and is a good steward of district assets; deals effectively with pressure and recovers quickly from setbacks; takes ownership of tasks, performance standards, and mistakes; has knowledge to perform one's job; and knows and supports the organization's mission.</p>	
<p><b>9. Self-Development:</b> Adapts behavior or work methods in response to new information; seeks efficient learning techniques and opportunities to acquire and apply new knowledge and skills; develops and enhance skills to adapt to changing organizational needs; and remains open to change, new information, and ideas; <i>constantly evaluates performance and initiates corrective measures as needed.</i></p>	
<p><b>10. Functional/Technical Capability:</b> Possesses or is capable of developing the specific knowledge and technical abilities to succeed in the specified position; is proficient in operating technical equipment in performing duties of the job; and possesses the necessary problem solving, thinking, and reasoning skills to tackle new problems and difficult situations that may arise as part of the job.</p>	
<p><b>Average Percent Score:</b> The total number of points divided by 10. No rounding  Example: 4+4+4+4+4+3+3+3+3+3= 35/10= 3.5 (Proficient)</p>	
<p><b>COMMENTS</b></p>	
<p><b>AREAS OF STRENGTHS:</b></p>	
<p><b>AREAS OF WEAKNESS:</b></p>	
<p><b>NEXT STEPS:</b></p>	
<p><b>TEACHER SIGNATURE:</b></p>	<p><b>DATE:</b></p>
<p><b>EVALUATOR SIGNATURE:</b></p>	<p><b>DATE:</b></p>

**NORTH PANOLA SCHOOL DISTRICT  
LIBRARIAN  
FORMATIVE/SUMMATIVE EVALUATION FORM B-1**

LIBRARIAN:		SCHOOL:	
EDUCATOR'S ID:		GRADE/SUBJECT:	
DATE:		EVALUATION:	
	INFORMATIVE EVALUATION	<b>STANDARDS</b>	4 points - Distinguished 3 points - Effective 2 points - Emerging 1 points - Unsatisfactory
	FORMATIVE EVALUATION		
	SUMMATIVE EVALUATION		
<b>Domain I: Planning</b>			<b>Score</b>
1. Consults with teachers and administrations to create long-range and short-range plans for the library in support of the school's instructional program			
2. Develops and implements library policies and procedures for effective library use			
3. Plans for and provides necessary resources, technology, and instructional services that align with MS library standards and curriculum goals			
4. Plans instruction that meets the diversity of students' backgrounds, cultures, skills, learning levels, language proficiencies, interests, and special needs			
5. Develops and monitors a budget for the library in support of the school's instructional program in consultation with school/district administration			
<b>Domain score (average of Standard scores)</b>			
<b>Domain II: Management</b>			
6. Provides a balanced, comprehensive, and up-to- date collection of print and non-print materials to support the school's instructional program within district resources			
7. Classifies, catalogues, and organizes materials according to a standard classification system for easy accessibility.			
8. Maintains accurate library records and statistics on the use of materials			
9. Accounts for materials through a yearly inventory and discards inappropriate, worn-out, or outdated items			
<b>Domain score (average of Standard scores)</b>			
<b>Domain III: Collaboration and Services</b>			
10. Encourages reading of various forms of literature by maintaining an awareness of students' reading interests and providing guidance in the selection of appropriate materials.			
11. Maintains effective communication with staff and students informing them of new acquisitions and library services			
12. Determines instructional needs within the library program by consulting with library advocacy committee			

13. Collaboratively teaches information and digital literacy as an integral part of the curriculum	
14. Provides training to students and teachers in the use of resources, technology, and equipment	
15. Assists students and teachers in locating information and resources for research	
<b>Domain score (average of Standard Scores)</b>	
<b>Domain IV: Library Environment</b>	
16. Organizes the library for optimal use by students and faculty.	
17. Demonstrates high expectations for all students and maintains positive library environment which produces learning opportunities for all students and staff	
<b>Domain score (average of Standard scores)</b>	
<b>Domain V: Professional Responsibilities</b>	
18. Participates in appropriate professional learning opportunities and/or belongs to professional library organizations. Applies professional learning to benefit students and teachers	
19. Communicates effectively with teachers, students, and family about the library program and available resources. Advocates for the library program in the school and community.	
20. Promotes the Library Bill of Rights and Intellectual Freedom.	
<b>Domain score (average of Standard scores)</b>	
<b>NPSD/MLEI LIBRARIAN summary score (average of Domain scores)</b>	
<b>Comment</b>	
<b>AREAS OF STRENGTH:</b>	
<b>AREAS OF GROWTH:</b>	
<b>NEXT STEPS:</b>	
<b>LIBRARIAN'S SIGNATURE:</b>	<b>DATE:</b>
<b>EVALUATOR'S SIGNATURE:</b>	<b>DATE:</b>

**NORTH PANOLA SCHOOL DISTRICT  
JOB IMPROVEMENT TARGET (JIT)  
LIBRARIAN SUCCESS/IMPROVEMENT PLAN FORM D**

LIBRARIAN:	SCHOOL:	DATE:
A. Job Improvement Targets (JIT):		
<b>B. Performance Area:</b>  Indicate domain priority (rank 1-5 with 1 being the highest priority)		Domain I: Planning
		Domain II: Management
		Domain III: Collaboration Services
		Domain IV: Library Environment
		Domain V: Professional Responsibilities
C. Criterion For Improvement:		
D. Procedures: (List by Domain and indicators)		
E. Appraisal Methods:		
<b>F. JIT Dates:</b> Target Date:  Execution Date:  Progress Check:  Progress Check:  Ending Date:	<b>G. Date Achieved / Summary Report</b> (Please Attach Supervisor's and Librarian's Comments):  <i>Special Note: This is a form of an improvement plan. Lack of improvement will result in more severe recommendations including, but not limited to, the development of a more intense improvement plan or recommendation for termination.</i>	
H. Professional Development/Support to be Provided:		
LIBRARIAN'S SIGNATURE:	DATE:	
EVALUATOR'S SIGNATURE:	DATE:	

**NORTH PANOLA SCHOOL DISTRICT  
 JOB IMPROVEMENT STATUS (JIS)  
 LIBRARIAN SUCCESS/IMPROVEMENT PLAN FORM E**

LIBRARIAN:	SCHOOL:	DATE:
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Both parties are to complete this form for each JOB IMPROVEMENT TARGET for which a progress report is required.

**A. Target:**

**B. Librarian's Report:**

LIBRARIAN'S SIGNATURE:		DATE:	
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**Evaluator's Evaluation:**

**Evaluator's Comments:**

EVALUATOR'S SIGNATURE:		DATE:	
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**NORTH PANOLA SCHOOL DISTRICT  
INSTRUCTIONAL FACULTY/STAFF REPORT CARD FORM F**

Month	Number of Absences	Discipline Referrals	Number of Reprimands	Academic Grade	District Evaluation Score	Mississippi Evaluation Score
August						
September						
October						
1 <sup>st</sup> Quarter						
November						
December						
2 <sup>nd</sup> Quarter						
January						
February						
March						
3 <sup>rd</sup> Quarter						
April						
May						
4 <sup>th</sup> Quarter						
TOTAL FOR YEAR						
Employee's Signature					Date:	
Administrator's Signature					Date:	

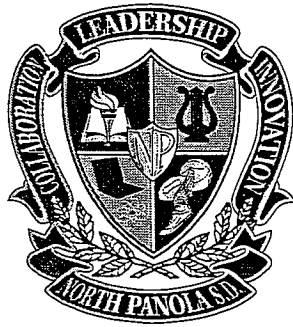


**NORTH PANOLA SCHOOL DISTRICT  
LIBRARIAN WALK-THROUGH/ INFORMAL OBSERVATION FORM G**

LIBRARIAN:	DATE:
EVALUATOR:	SCHOOL and DISTRICT:
SCHOOL:	GRADE/SUBJECT:

DOMAINS	OBSERVED		EVIDENCE
Domain I: Planning		YES	
		NO	
Domain II: Management		YES	
		NO	
Domain III: Collaboration & Services		YES	
		NO	
Domain IV: Library Environment		YES	
		NO	

Domain V: Professional Responsibilities		YES
		NO
<b>COMMENTS</b>		
Areas of Strength:		
Areas for growth:		
Next Steps		
Employee Signatures:	Date:	
Evaluator Signatures:	Date:	



**North Panola School District Counselor Evaluation/Job Description  
Counselor (MCAR)**

**NORTH PANOLA SCHOOL DISTRICT  
COUNSELOR FORMATIVE/SUMMATIVE EVALUATION FORM A**

<b>COUNSELOR:</b>		<b>DATE:</b>
	<b>FORMATIVE EVALUATION</b>	<b>RATINGSCALE</b>
	<b>SUMMATIVE EVALUATION</b>	
		4 – Exemplary – Performance beyond District Standard 3 – Proficient – District Standard 2 – Basic – Below District Standard 1 – Unsatisfactory – Unacceptable performance, needs improvement

**COMPETENCIES AND EXAMPLES OF KEY PERFORMANCE INDICATORS FOR ALL STAFF**

<p><b>1. Integrity and Honesty:</b> Demonstrates a sense of responsibility and commitment to the public trust through statements and actions; models and demonstrates high standards of integrity, trust, openness, and respect for others; and demonstrates integrity by maintaining necessary confidentiality.</p>	
<p><b>2. Attendance/Use of Time:</b> Not excessively absent; arrives to work at expected time; keeps appointments on time; maintains appropriate hours; and makes effective use of time. Employee is dependable and has a minimum of unplanned absences. Personal and other business, professional development and school business trips are scheduled in a way that does not interfere with job performance or productivity. Employee never leaves campus without informing immediate supervisor.</p>	
<p><b>3. Manages Workload:</b> Submits completed work on time consistent with priorities; ensures work meets or exceeds standards; commits time as necessary to fulfill responsibilities of position in a competent manner; manages work in an orderly and efficient manner; resolves tasks timely and accurately; operates with a clear sense of priorities; shows a high capacity to adapt quickly to change shortening the response time of processes and systems; and eliminates bureaucratic practices to accelerate all aspects of work. <i>Employee is able to delegate tasks to maximize total program operations.</i></p>	
<p><b>4. Work Ethic:</b> Is productive, diligent, conscientious, and loyal and conscientiously abides by the rules, regulations, and procedures governing work.</p>	
<p><b>5. Service Orientation:</b> Demonstrates commitment to quality public service through statements and actions: seeks to understand and meet and/or exceed the needs and expectations of students, parents, vendors, treat other employees and stakeholders with respect by responding to requests in a professional manner even in difficult circumstances; provides accurate and timely service; returns phone calls and provide responses to stakeholders in a timely manner; and develops positive relationships with all stakeholders.</p>	
<p><b>6. Interpersonal Relationships:</b> Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships; demonstrates cross cultural sensitivity and understanding; identifies and seeks to solve problems and prevent or resolve conflict situations; and encourages others through positive reinforcement. <i>Does not let personal concerns affect job performance; evidences sufficient maturity and good judgment to function in crisis situations; conveys a friendly attitude and good rapport with co-workers, students, and parents; displays self-confidence; works cooperatively with co-workers, students, and administration to accomplish desired goals.</i></p>	
<p><b>7. Communications Skills:</b> Provides thorough and accurate information and is able to communicate effectively and accurately through spoken and written communication. Public communication is reviewed and distributed with a minimum number of errors. Uses a tactful and courteous approach when dealing with students and parents.</p>	

<p>8. <b>Accountability:</b> Accepts responsibility for actions and results; is productive and carries fair share of the workload; demonstrates loyalty to the job and the district and is a good steward of district assets; deals effectively with pressure and recovers quickly from setbacks; takes ownership of tasks, performance standards, and mistakes; has knowledge to perform one's job; and knows and supports the organization's mission.</p>	
<p>9. <b>Self-Development:</b> Adapts behavior or work methods in response to new information; seeks efficient learning techniques and opportunities to acquire and apply new knowledge and skills; develops and enhance skills to adapt to changing organizational needs; and remains open to change, new information, and ideas; <i>constantly evaluates performance and initiates corrective measures as needed.</i></p>	
<p>10. <b>Functional/Technical Capability:</b> Possesses or is capable of developing the specific knowledge and technical abilities to succeed in the specified position; is proficient in operating technical equipment in performing duties of the job; and possesses the necessary problem solving, thinking, and reasoning skills to tackle new problems and difficult situations that may arise as part of the job.</p>	
<p><b>Average Percent Score:</b> The total number of points divided by 10. No rounding  Example: 4+4+4+4+4+3+3+3+3+3= 35/10= 3.5 (Proficient)</p>	
<p><b>COMMENTS</b></p>	
<p><b>AREAS OF STRENGTHS:</b></p>	
<p><b>AREAS OF WEAKNESS:</b></p>	
<p><b>NEXT STEPS:</b></p>	
<p><b>TEACHER SIGNATURE:</b></p>	<p><b>DATE:</b></p>
<p><b>EVALUATOR SIGNATURE:</b></p>	<p><b>DATE:</b></p>

**NORTH PANOLA SCHOOL DISTRICT  
COUNSELOR  
FORMATIVE/SUMMATIVE EVALUATION FORM B-1**

COUNSELOR:		SCHOOL:	
EDUCATOR'S ID:		GRADE/SUBJECT:	
DATE:		EVALUATION:	
	INFORMATIVE EVALUATION	STANDARDS	4 points - Distinguished 3 points - Effective 2 points - Emerging 1 points - Unsatisfactory
	FORMATIVE EVALUATION		
	SUMMATIVE EVALUATION		
<b>Domain I: Program Delivery</b>			<b>Score</b>
<b>Standard 1: Plans and provides direct and indirect services to students for 80% or more time</b>			
1.1 Provides instruction in school counseling core curriculum			
1.2 Provides individual student planning to assist students in educational, career, and personal goals			
1.3 Provides individual and small-group counseling that promote school success through academic, career, and personal/social development for all students			
1.4 Refers students and parents to appropriate school and community resources to support student achievement and success			
1.5 Provides prevention and crisis intervention strategies			
<b>Standard 2: Engages in positive interactions with students</b>			
2.1 Creates routines and expectations for students to safely voice opinions and ask questions			
2.2 Communicates clearly and listens responsively to students, colleagues, parents/guardians, and other stakeholders in order to identify issues and barriers that impede student success.			
2.3 Adapts communication in response to students' behavior and needs			
2.4 Works appropriately closely with students to set and monitor goals and recognize success			
Domain score (average of Standard scores)			
<b>Domain II: Data Use</b>			<b>Score</b>
<b>Standard 3: Uses data to support school counseling programs</b>			
3.1 Plans and delivers services utilizing academic			
3.2 Uses data to adjust programs to meet students' need			
3.3 Uses data to identify students' needs and school and community trends			
3.4 Uses data from program activities to evaluate program effectiveness annually and set improvement goals			
Domain score (average of Standard scores)			
<b>Domain III: Professional Responsibilities</b>			<b>Score</b>
<b>Standards 4: Engages in professional learning</b>			
4.1 Effectively participates in appropriate professional learning based on self-analysis of strengths and areas in need of improvement			
4.2 Applies current research and best practices to enhance student outcomes			
4.3 Stays current on best practices, legal concerns and training through membership in professional organizations			

<b>Standards 5: Collaborates with colleagues</b>	
5.1 Engages with colleagues in creating a positive school culture	
5.2 Is an active member of a professional learning community within the school/district	
5.3 Works collaboratively with administrator(s) to promote positive student outcomes.	
<b>Standards 6: Demonstrates high ethical standards</b>	
6.1 Acts in alignment with MS Code of Ethics and the American School Counselor Association's Ethical Standards for School Counselors	
6.2 Complies with school and district regulations and timelines	
6.3 Uses information and technology ethically and maintains confidentiality of students records as required by law	
Domain score (average of Standard Scores)	
<b>Domain IV: Stakeholder Involvement</b>	
<b>Standard 7: Establishes and maintains effective communication with stakeholders.</b>	
7.1 Provides clear, understandable information to parents/guardians and students to establish mutual expectations and counseling support for student success	
7.2 Establishes and convenes an advisory council for the school counseling program .	
7.3 Effectively communicates program goals and results to stakeholders and advisory committee members to elicit feedback	
Domain score (average of Standard scores)	
Overall Domain score (average of all Domain scores)	
<b>Comment</b>	
<b>PROFESSIONAL GROWTH GOALS: (to be developed into SMART Goals):</b>	
Goal 1:	
Goal 2:	
Goal 3:	
COUNSELOR'S SIGNATURE:	DATE:
EVALUATOR'S SIGNATURE:	DATE:

**NORTH PANOLA SCHOOL DISTRICT  
JOB IMPROVEMENT TARGET (JIT)  
COUNSELOR SUCCESS/IMPROVEMENT PLAN FORM D**

COUNSELOR:	SCHOOL:	DATE:
<b>A. Job Improvement Targets (JIT):</b>		
<b>B. Performance Area:</b>		<b>Domain I: Program Delivery</b>
Indicate domain priority (rank 1-5 with 1 being the highest priority)		<b>Domain II: Data Use</b>
		<b>Domain III: Professional Responsibilities</b>
		<b>Domain IV: Stakeholder Involvement</b>
<b>C. Criterion For Improvement:</b>		
<b>D. Procedures: (List by Domain and indicators)</b>		
<b>E. Appraisal Methods:</b>		
<b>F. JIT Dates:</b>	<b>G. Date Achieved /Summary Report</b>	
Target Date:	(Please Attach Supervisor's and Counselor's Comments:	
Execution Date:	<b>Special Note: This is a form of an improvement plan. Lack of improvement will result in more severe recommendations including, but not limited to, the development of a more intense improvement plan or recommendation for termination.</b>	
Progress Check:		
Progress Check:		
Ending Date:		
<b>H. Professional Development/Support to be Provided:</b>		
COUNSELOR'S SIGNATURE:	DATE:	
EVALUATOR'S SIGNATURE:	DATE:	



**NORTH PANOLA SCHOOL DISTRICT  
JOB IMPROVEMENT STATUS (JIS)  
COUNSELORS SUCCESS/IMPROVEMENT PLAN FORM E**

<b>COUNSELORS:</b>	<b>SCHOOL:</b>	<b>DATE:</b>
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Both parties are to complete this form for each JOB IMPROVEMENT TARGET for which a progress report is required.

**A. Target:**

**B. Counselor's Report:**

<b>COUNSELOR'S SIGNATURE:</b>		<b>DATE:</b>	
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**Evaluator's Evaluation:**

**Evaluator's Comments:**

<b>EVALUATOR'S SIGNATURE:</b>		<b>DATE:</b>	
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**NORTH PANOLA SCHOOL DISTRICT  
INSTRUCTIONAL FACULTY/STAFF REPORT CARD FORM F**

Month	Number of Absences	Discipline Referrals	Number of Reprimands	Academic Grade	District Evaluation Score	Mississippi Evaluation Score
August						
September						
October						
1 <sup>st</sup> Quarter						
November						
December						
2 <sup>nd</sup> Quarter						
January						
February						
March						
3 <sup>rd</sup> Quarter						
April						
May						
4 <sup>th</sup> Quarter						
TOTAL FOR YEAR						
Employee's Signature					Date:	
Administrator's Signature					Date:	

# **Appendix I**

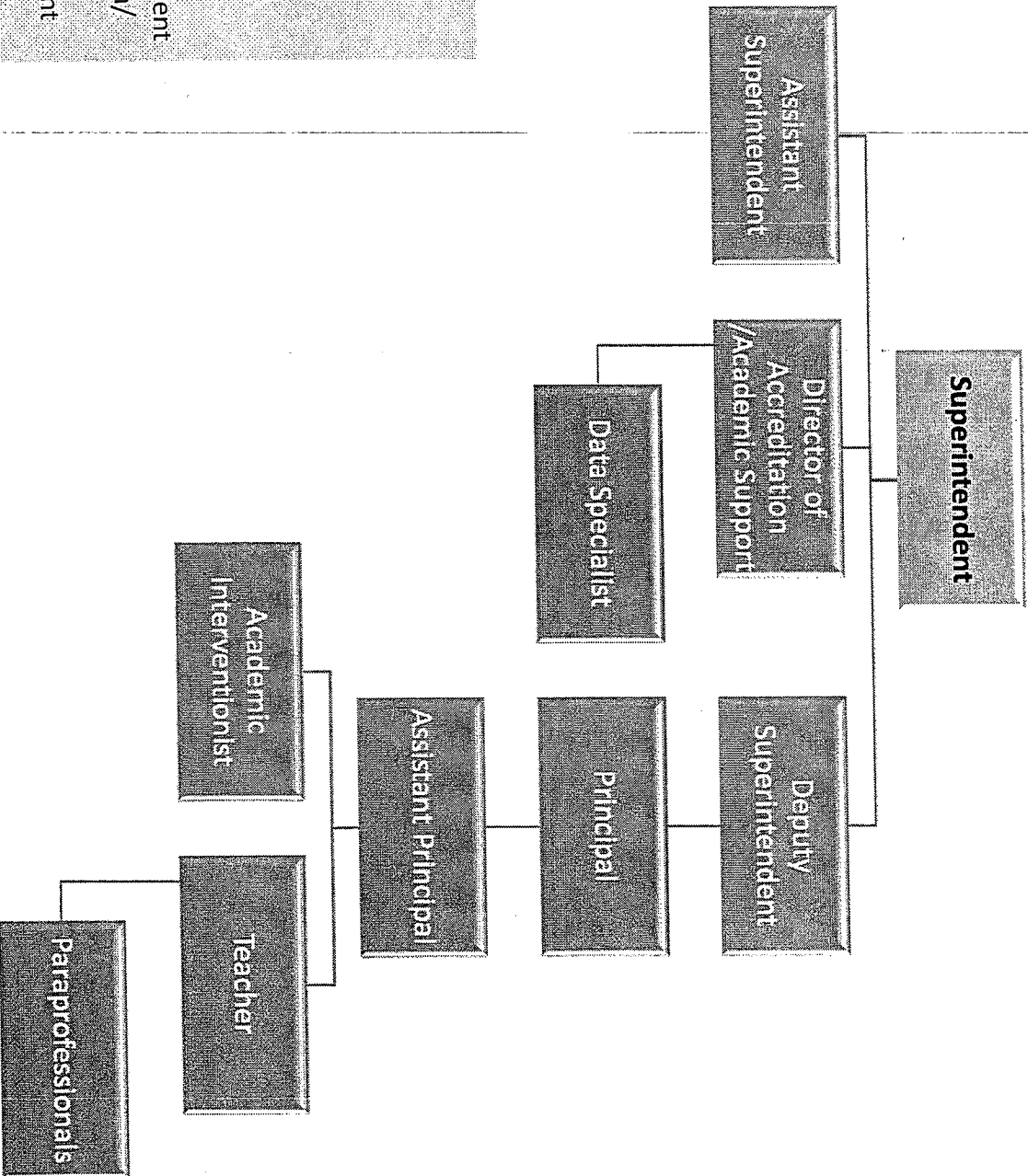
## **School Governance**

**Organizational Chart**

**(Attachment 17)**



**NORTH PANOLA SCHOOL DISTRICT**  
**Crenshaw Elementary Organizational Chart**  
***"Leadership, Collaboration, Innovations"***



**Organizational Chart**

Superintendent

**District Transformational  
Leadership Team:**

- Assistant Superintendent
- Director Accreditation/  
Academic Support
- Deputy Superintendent

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MISSISSIPPI DEPARTMENT OF EDUCATION PROCUREMENT  
 GRANT SIGNATURE SHEET  
 P. O. BOX 771  
 JACKSON, MISSISSIPPI 39205

2017 DEC 15 PM 2 32

1. Grantee's Name and Address  
 North Panola School District  
 (Crenshaw Elementary)  
 470 Highway 51 South  
 Sardis, MS 38666

2. Grantee's Contact Person and Telephone No. Mr. Cedric Richardson, Superintendent 662-487-2305  
 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		\$242,390.00	\$242,390.00
Year 2		\$307,237.00	\$307,237.00
Year 3		\$204,709.00	\$204,709.00
Year 4		\$121,195.00	\$121,195.00
Grand Total		\$875,531.00	\$875,531.00

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

Kim S. Benton 12/15/17  
 Signature Date

Name: Kim S. Benton  
 Title: Chief Academic Officer

10. Approved for Grantee

Cedric L. Richardson 11/17/17  
 Signature Date

Name: Cedric L. Richardson  
 Title: Superintendent

Monique Corley 12/20/2017  
 Signature Date

Name: Monique Corley  
 Title: Director, Office of Procurement

## INTRODUCTION

The grant agreement between the Mississippi Department of Education (hereinafter referred to as the "MDE") and North Panola School District (hereinafter referred to as the "Grantee") is for the purpose of administering the School Improvement Grant Awards. The time period of the grant will be 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.

## STATEMENT OF WORK

The grantee, North Panola School District, will fulfill all terms and conditions as outlined in the documents listed below. In the event of conflict between the documents, the terms contained in the later document will prevail over the terms contained in the earlier documents.

Attachment 1: The Mississippi Department of Education Request for Proposal for FY 15-FY16 School Improvement Grant 1003(g) dated August 24, 2017.

Attachment 2: Proposal submitted by North Panola School District for School Improvement Grant 1003(g).

The above documents, as well as written interpretations and grant negotiations, will govern this grant.

The statement of work is outlined in detail in the attached Request for Proposal and the proposal. The grantee is expected to perform all specified tasks unless otherwise notified by the department or mutually agreed upon by the grantee and the Mississippi Department of Education.

## PROGRAM REPORTING, COMPENSATION AND FINANCIAL REPORTS

The Mississippi Department of Education will grant North Panola School District an amount not to exceed Year 1 (SY17-18) \$242,390.00; Year 2 (SY18-19) \$307,237.00; and Year 3 (SY19-20) \$204,709.00, Year 4 (SY20-21) \$121,195.00 for the purpose of cost reimbursement. Payment shall be made to the grantee upon completion of the terms specified in the grant and upon receipt of invoice within ten days of the completion of the work.

## **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

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 five year period, the records shall be retained until completion of the action 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.

### Compliance with Laws

The Grantee understands that the MDE 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, genetic information, or any other consideration made unlawful by federal, state, or local laws. All such discrimination is unlawful and Grantee agrees during the term of this agreement that Grantee will strictly adhere to this policy in its employment practices and provisions of services. Grantee shall comply with, and all activities under this agreement shall be subject to, all applicable federal, State of Mississippi, and local laws and regulations.

### Copyrights

The Grantee: (i) agrees that the MDE shall determine the disposition of the title to 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, the employees of grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike, and dignified manner.

### Surrender of Equipment

On termination or expiration of this agreement, grantee shall restore all equipment furnished under this agreement to the Mississippi Department of Education in the same condition as when originally made available to grantee, reasonable wear and tear expected. Grantee and the Mississippi Department of Education shall jointly conduct a closing inventory and grantee shall replace or repair all equipment lost,



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 North Panola School District an amount not to exceed \$875,531.00 using the breakdown of expenses below. Travel expenses will be documented in accordance with the attached travel policy.

MISSISSIPPI DEPARTMENT OF EDUCATION  
GRANT BUDGET SUMMARY  
P. O. BOX 771  
JACKSON, MISSISSIPPI 39205

<p>1. Grantee's Name and Address</p> <p style="margin-left: 40px;">North Panola School District (Crenshaw Elementary) 470 Highway 51 South Sardis, MS 38666</p>	<p>2. Grantee's Contact Person and Telephone No. <u>Mr. Cedric L. Richard, Superintendent 662-487-2305</u></p> <p>3. CFDA No. <u>84.377</u></p> <p>4. Title of Federal Program <u>School Improvement Grant 1003(g)</u></p> <p>5. Federal Award No. <u>ES377A140025, ES377A150025, ES377160025</u></p> <p>6. Grant Beginning and Ending Dates <u>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</u></p> <p>7. Original <u>1</u> /Modification Number _____</p>
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COST CATEGORY	TOTAL FUNDS
1. Salaries, Wages, Fees, and/or Fringe Benefits	1. _____
2. Travel (see travel policy) a. in-state b. out-of-state	2. _____ a. _____ b. _____
3. Contractual Services a. _____ b. _____ c. _____	3. _____ a. _____ b. _____ c. _____
4. Commodities	4. _____
5. Equipment a. _____ b. _____ c. _____	5. _____ a. _____ b. _____ c. _____
6.	6. _____
<b>GRAND TOTAL</b>	<b>\$875,531.00</b>



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2017 DEC 15 PM 2 32

**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(B)  
FOUR YEAR BUDGET SUMMARY**

DISTRICT NAME		DISTRICT NUMBER		SCHOOL CODE	
North Panola School District		5411		5411028	
NCES LEA ID		NCES SCHOOL ID		SUPERINTENDENT'S NAME	
2803210		280321000633		Mr. Cedric Richardson	
SIG 1003(G) PROGRAM CONTACT		ADDRESS		TELEPHONE NUMBER	
Dr. Wilner Bolden III		470 Highway 51 North, Sardis, MS 38666		(662) 487-2305	
EMAIL ADDRESS		TELEPHONE NUMBER		FAX NUMBER	
wbolden@northpanolaschools.org		(662) 487-2305		(662) 487-2050	
MODEL SELECTION					
Transformation Model					
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	
Crenshaw Elementary	242,390	307,237	204,709	121,195	\$ 875,531

Date 12/14/17  
  
 MDE -- Director of Fiscal Grants Management

Date 11/30/17  
  
 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 1)



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION  
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	DISTRICT NUMBER	SCHOOL CODE	NCS LEA ID	NCS SCHOOL ID
2017-2018	5411	5411028	2803210	280321000633
DISTRICT NAME		SCHOOL NAME		
North Panola School District		Crenshaw Elementary		
ADDRESS	SIG 1003(G) PROGRAM	SUPERINTENDENT NAME		
470 Highway 51 North, Sardis, MS 3866	CONTACT Dr. Wilner Bolden III	Mr. Cedric Richardson		
EMAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER		
wholden@northpanolaschools.org	(662)487-2305	(662)487-2050		

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	38296	11644				17500	67450		\$134,890
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			107500						\$107,500
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
22	Total Budget		\$38,296	\$11,644	\$107,500	\$0	\$0	\$17,500	\$67,450	\$0	\$242,390

Enter Indirect Cost Transfer Amount in the Total Column ONLY

MDE USE ONLY		PROGRAM APPROVAL DATE & INITIALS	
CURRENT FUNDS	\$248,390.00	TOTAL FUNDS	10 months 30, 2017
BEGIN DATE	11/11/17	CARRYOVER FUNDS	\$875,531.00
END DATE	9/30/21		

Date: 8/14/17 *Shelba Campbell* MDE - Director of Fiscal Grants Management Date: 11/30/17 *Shelba Campbell* MDE - Director of School Improvement

- 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  
**North Panola School District**

SCHOOL NAME  
**Crenshaw Elementary**

DISTRICT CODE  
**5411**

**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/OSE/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. 1000)	(Obj. 2000)	(Obj. 3000)	(Obj. 4000)	(Obj. 5000)	(Obj. 6000)	(Obj. 7000)	(Obj. 8000)			
1120	Data Specialist (school level position) Collects and analyzes all data relative learning and achievement indicators as well as other data points captured within the school. Salary: 35,250; Benefits: SS-2,697.00; Retirement-5,552.00; Work Comp-110,000; Med. Insurance-\$3,204,000; Life Insurance-\$81,000	35,250	11,644							\$ 46,894	63,64, 69,85, 100, 104, 119	
1120	Release days for Teacher Professional Development to allow time for vertical planning during the school day. Funds are to pay for substitute teachers. Sub pay/day - 84.60 x 36 = 3,046. (District uses a service at a flat rate)	3,046								\$ 3,046	122-125, 130	
1120	Reading and math intervention software programs for students & teachers to be used for remediation						10,500			\$ 10,500	79, 80	
1120	General classroom supplies, instructional materials for reading and math interventions, and other resources that supplement the written, taught, and assessed curriculum.						7,000			\$ 7,000	64	
1120	Purchase computers to upgrade student lab - 25 computers @ \$850 each = 21,250; Purchase computer carts - 3 carts @ \$5,600 each = 16,800; Purchase interactive boards to upgrade technology within the classroom - 7 interactive boards @ \$4,200 each = 29,400							67,450		\$ 67,450	83, 85	
<b>FUNCTION TOTAL</b>		\$ 38,296	\$ 11,644	\$ 0	\$ 0	\$ 0	\$ 17,500	\$ 67,450	\$ 0	\$ 134,890		
											<b>\$ 0</b>	

- 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	North Panola School District	SCHOOL NAME	Crenshaw Elementary	DISTRICT CODE	5411
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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.mdekl2.org/OSES/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)	Amen with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Improvement of Instruction Professional Development for Intervention Software Program (5 days @ \$1,500/day = \$7,500)			7,500						\$ 7,500	68, 122- 125, 130
2210	Improvement of Instruction Professional development for job-embedded instructional coaching for ELA, Math, and Science teachers and data analysts; work with targeted groups of students. (Approximately 71days @ 1,400/day)			100,000						\$ 100,000	68, 122- 125, 130
<b>FUNCTION TOTAL</b>		<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 107,500</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 107,500</b>	

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



**SCHOOL IMPROVEMENT GRANT (SIG)  
1003(G)  
LEA FEDERAL BUDGET SUMMARY**

**Use whole dollars only. Omit Commas  
and Decimal Places, e.g., 2536**

FISCAL YEAR	DISTRICT NUMBER	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
2018-2019	5411	5411028	2803210	280321000633
DISTRICT NAME		SCHOOL NAME		
North Panola School District		Crenshaw Elementary		
ADDRESS		SIG 1003(G) PROGRAM	SUPERINTENDENT NAME	
470 Highway 51 North, Sande, MS 3866		CONTACT	Mr. Cedric Richardson	
EMAIL ADDRESS		TELEPHONE NUMBER	FAX NUMBER	
wbolden@northpanolaschools.org		(662)487-2305	(662)487-2050	

**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/OS/FS/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	141546	41599				17600			\$ 200,745
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		4076							\$ 21,256
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			83600						\$ 83,600
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration									\$ 0
18	2710 - 2799	Student Transportation Services		316							\$ 1,636
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		\$ 160,046	\$ 45,991	\$ 83,600	\$ 0	\$ 0	\$ 17,600	\$ 0	\$ 0	\$ 307,237

**Enter Indirect Cost Transfer Amount in the Total Column ONLY**

PROGRAM APPROVAL DATE & INITIALS	
11-30-17	SKR
TOTAL FUNDS	\$875,531.00
CARRYOVER FUNDS	
CURRENT FUNDS	\$307,237.00
BEGIN DATE	11/11/17
END DATE	9/30/21

Date 12/14/17 *Shirley Campbell* MDE - Director of Fiscal Grants Management

Date 11-30-17 *Shirley Campbell* MDE - Director of School Improvement

- 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  
**North Panola School District**

SCHOOL NAME  
**Crenshaw Elementary**

DISTRICT CODE  
**5411**

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>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) <i>(2)</i>	SALARIES <i>(3)</i>	EMPLOYEE BENEFITS <i>(4)</i>	PURCHASED PROFESSIONAL & TECHNICAL SERVICES <i>(5)</i>	PURCHASED PROPERTY SERVICES <i>(6)</i>	OTHER PURCHASED SERVICES <i>(7)</i>	SUPPLIES <i>(8)</i>	PROPERTY <i>(9)</i>	OTHER OBJECTS <i>(11)</i>	TOTALS <i>(12)</i>	Align with Pg of Plan <i>(13)</i>
		<i>(Obj. 100a)</i>	<i>(Obj. 200a)</i>	<i>(Obj. 300a)</i>	<i>(Obj. 400a)</i>	<i>(Obj. 500a)</i>	<i>(Obj. 600a)</i>	<i>(Obj. 700a)</i>	<i>(Obj. 800a)</i>		
1120	Elementary Programs Data Specialist (school level position) Collects and analyzes all data relative leading and achievement indicators as well as other data points captured within the school. Salary: 47,000; Benefits: SS-3,586.00; Retirement-7,403.00; Work Comp-146.00; Med. Insurance-4,272.00; Life Insurance-108.00	47,000	15,525							\$ 62,525	63, 64,69, 85,119, 100,104
1120	Elementary Programs Interventionist (school level position) to serve Tier 2 and Tier 3 students: Salary: 45,000; Benefits: SS-3,443.00; Retirement-7,088.00; Work Comp-140.00; Med. Insurance-4,272.00; Life Insurance-108.00	45,000	15,051							\$ 60,051	84,88, 93, 99,100, 104
1120	Elementary Programs Sign-on bonus for recruitment of certified, highly qualified instructional staff persons: 7 staff persons @\$4,000 each = 28,000 Benefits: SS-2,142.00; Retirement-4,410.00; Work Comp-87.00	28,000	6,639							\$ 34,639	83, 87, 124
1120	Elementary Programs Incentives for instructional personnel (administrators, counselor, teachers and TAs) who qualify based on the district's recruitment and retention policy. Incentives: 18,500; Benefits: SS-1,418.00; Retirement-2,914.00; Work Comp-54.00	18,500	4,384							\$ 22,884	83, 87, 112, 124
1120	Elementary Programs Release days for Teacher Professional Development to allow time for vertical planning during the school day. Funds are to pay for substitute teachers. Sub pay/day - 84.60 x 36 = 3,046. (District uses a service at a flat rate)	3,046								\$ 3,046	122- 125, 130
1120	Elementary Programs Evidenced Based Intervention Program for students & teachers to be used for remediation (Site License) General classroom supplies						17,600			\$ 17,600	79, 80
<b>FUNCTION TOTAL</b>		\$ 141,546	\$ 41,599	\$ 0	\$ 0	\$ 0	\$ 17,600	\$ 0	\$ 0	\$ 200,745	





- School Planning Budget
- School Full Implementation Budget (Year 2 )
- School Sustainability Budget



**FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE**

<b>DISTRICT NAME</b>	<b>North Panola School District</b>		<b>SCHOOL NAME</b>	<b>Crenshaw Elementary</b>		<b>DISTRICT CODE</b>	<b>5411</b>
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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.mdekl2.org/OSES/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. 100a)	(Obj. 200a)	(Obj. 300a)	(Obj. 400a)	(Obj. 500a)	(Obj. 600a)	(Obj. 700a)	(Obj. 800a)		
1260	Elementary Programs Extended School Day (ESD) 2 Teachers x 2 hrs/day x 12 weeks x \$30/hr = \$2,880.00 2 TA's x 2hrs/day x 2 days/wk x 12 weeks x \$20/hr = \$2,400.00 Benefits: SS: \$404.00; RT: \$832.00; WC: \$17.00 = \$1,253.00	5,280	1,253							\$ 6,533	73
1270	Elementary Programs Extended School Year (ESY) 4 teachers x 3.5 hrs/day x 20 days x \$30/hr = \$8,400.00 2 TA's x 3.5 hrs/day x 20 days x \$25/hr = \$3,500.00 Benefits: SS: \$911.00; RT: \$1,875; WC: \$37.00 = \$2,823.00	11,900	2,823							\$ 14,723	73
<b>FUNCTION TOTAL</b>		\$ 17,180	\$ 4,076	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 21,256	

- School Planning Budget
- School Full Implementation Budget (Year 2 )
- School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

<b>DISTRICT NAME</b>	<b>SCHOOL NAME</b>
<b>North Panola School District</b>	<b>Crenshaw Elementary</b>
<b>DISTRICT CODE</b>	<b>5411</b>

**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/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. 1000)	(Obj. 2000)	(Obj. 3000)	(Obj. 4000)	(Obj. 5000)	(Obj. 6000)	(Obj. 7000)	(Obj. 8000)		
2710	ESD 1 Bus Driver x 1.5 hrs/day x 2 days/wk x 12 weeks x \$20/hr = \$720.00 Salary: \$720; Benefits: SS-\$56.00; Retirement-\$114.00; Work Comp-\$3.00 = \$173.00	720	173							\$ 893	73
2710	ESY 1 Bus Driver x 1.5 hrs/day x 20 days x \$20/hr = \$600.00 Salary:\$600; Benefits: SS-\$46.00; Retirement-95.00; Work Comp-2.00 = \$143.00	600	143							\$ 743	73
<b>FUNCTION TOTAL</b>		<b>\$ 1,320</b>	<b>\$ 316</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 1,636</b>	

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



FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)**

1003(G)

**LEA FEDERAL BUDGET SUMMARY**

Use whole dollars only. Omit Commas and Decimal Places, e.g., 2536

MDE USE ONLY			
PROGRAM APPROVAL DATE & INITIALS			
11-30-17	5812		
TOTAL FUNDS	875,531.00		
CARRYOVER FUNDS			
CURRENT FUNDS	204,709.00		
BEGIN DATE	11/1/17	END DATE	9/30/21

FISCAL YEAR	DISTRICT NUMBER	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
2019-2020	5411	5411028	2803210	280321000633
DISTRICT NAME		SCHOOL NAME		
North Panola School District		Crenshaw Elementary		
ADDRESS		SIG 1003(G) PROGRAM		SUPERINTENDENT NAME
470 Highway 51 North, Sardis, MS 3966		CONTACT		Mr. Cedric Richardson
EMAIL ADDRESS		TELEPHONE NUMBER		FAX NUMBER
wbolden@northpanolaschools.org		(662)487-2305		(662)487-2050

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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									\$0
2	1110									\$0
3	1120						9843			\$161,243
4	1130									\$0
5	1140									\$0
6	1260									\$0
7	1270									\$14,723
8	1300 - 1390									\$0
9	1410 - 1420									\$0
10	1930 - 1990									\$0
11	2110 - 2119									\$0
12	2120 - 2129									\$0
13	2130 - 2139									\$0
14	2190									\$0
15	2210 - 2290									\$28,000
16	2220 - 2229									\$0
17	2330									\$0
18	2710 - 2799						600			\$743
19	2800 - 2899									\$0
20	3900 - 3999									\$0
21	7110									\$0
22	Total Budget									\$204,709

Enter Indirect Cost Transfer Amount in the Total Column ONLY

\$ 129,027    \$ 37,839    \$ 28,000    \$ 0    \$ 0    \$ 9,843    \$ 0    \$ 0    \$ 0

Date 12/14/17

*Shirley Campbell*  
MDE - Director of Fiscal Grants Management

Date 11/30/17

*Shirley Campbell*  
MDE Director of School Improvement

- School Planning Budget
- School Full Implementation Budget (Year 3 )
- School Sustainability Budget



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FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(B)  
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME  
**North Panola School District**

SCHOOL NAME  
**Crenshaw Elementary**

DISTRICT CODE  
**5411**

**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)		
1120	Elementary Programs Data Specialist (school level position) Collects and analyzes all data relative leading and achievement indicators as well as other data points captured within the school. Salary: 47,000; Benefits: SS-3,596.00; Retirement-7,403.00; Work Comp-146.00; Med. Insurance-4,272.00; Life Insurance-108.00	47,000	15,525							\$ 62,525	63, 64, 69, 85, 100, 104, 119
1120	Elementary Programs Interventionist (school level position) to serve Tier 2 and Tier 3 students: Salary: 35,250; Benefits: SS-2,697.00; Retirement-5,552.00; Work Comp-110.00; Med. Insurance-\$3,204.00; Life Insurance-\$81.00	35,250	11,644							\$ 46,894	84, 88, 93, 99, 100, 104
1120	Elementary Programs Retention bonus for certified, highly qualified instructional staff persons who meet specific criteria for continued employment with the district. 7 staff persons @\$2,000 each = 14,000 Benefits: SS-1,071.00; Retirement-2,205.00; Work Comp-44.00	14,000	3,320							\$ 17,320	83, 87, 124
1120	Elementary Programs Incentives for instructional personnel (administrators, counselor, teachers and TAs) who qualify based on the district's recruitment and retention policy. Incentives: 18,500; Benefits: SS-1,416.00; Retirement-2,914.00; Work Comp-54.00	18,500	4,384							\$ 22,884	83, 87, 112, 124
1120	Elementary Programs Release days for Teacher Professional Development to allow time for vertical planning during the school day. Funds are to pay for substitute teachers. Sub pay/day - 84.60 x 21 = 1,777. (District uses a service at a flat rate)	1,777								\$ 1,777	122-125, 130
1120	Elementary Programs Evidenced Based Intervention Program for students & teachers to be used for remediation (Site License) General classroom supplies						9,843			\$ 9,843	79, 80
<b>FUNCTION TOTAL</b>		\$ 116,527	\$ 34,873	\$ 0	\$ 0	\$ 0	\$ 9,843	\$ 0	\$ 0	\$ 161,243	





- 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 <b>North Panola School District</b>	SCHOOL NAME <b>Crenshaw Elementary</b>	DISTRICT CODE <b>5411</b>
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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.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 <small>(Only use one Function per page)</small> (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) <small>(Obj. 100a)</small>	(4) <small>(Obj. 200a)</small>	(5) <small>(Obj. 300a)</small>	(6) <small>(Obj. 400a)</small>	(7) <small>(Obj. 500a)</small>	(8) <small>(Obj. 600a)</small>	(9) <small>(Obj. 700a)</small>	(11) <small>(Obj. 800a)</small>	(12)	
2710	ESY 1 Bus Driver x 1.5 hrs/day x 20 days x \$20/hr = \$600.00 Salary: \$600; Benefits: \$S-46.00; Retirement: 95.00; Work Comp-2.00 = \$143.00	<b>600</b>	<b>143</b>							<b>\$ 743</b>	75
<b>FUNCTION TOTAL</b>		<b>\$ 600</b>	<b>\$ 143</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 743</b>	



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



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

**SCHOOL IMPROVEMENT GRANT (SIG)  
1003(G)  
LEA FEDERAL BUDGET SUMMARY**

*Use whole dollars only. Omit Commas  
and Decimal Places, e.g., 2536*

FISCAL YEAR	DISTRICT NUMBER	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
2020-2021	5411	5411028	28033210	280321000633
DISTRICT NAME		SCHOOL NAME		
North Panola School District		Crenshaw Elementary		
ADDRESS		SIG 1003(G) PROGRAM		
470 Highway 51 North, Sardis, MS 3866		CONTACT		
		Dr. Wilner Bolden III		
EMAIL ADDRESS		TELEPHONE NUMBER		
wbolden@northpanolaschools.org		(662)487-2305		
		FAX NUMBER		
		(662)487-2050		

**Directions:** Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MDS 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 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)
1	1105									\$0
2	1110									\$0
3	1120		23229				1289			\$105,795
4	1130									\$0
5	1140									\$0
6	1260									\$0
7	1270									\$0
8	1300 - 1390									\$0
9	1410 - 1420									\$0
10	1930 - 1990									\$0
11	2110 - 2119									\$0
12	2120 - 2129									\$0
13	2130 - 2139									\$0
14	2190									\$0
15	2210 - 2290			15400						\$15,400
16	2220 - 2229									\$0
17	2330									\$0
18	2710 - 2799									\$0
19	2800 - 2899									\$0
20	3900 - 3999									\$0
21	7110									\$0
22	Total Budget	\$81,277	\$23,229	\$15,400	\$0	\$0	\$1,289	\$0	\$0	\$121,195

Enter Indirect Cost Transfer Amount in the Total Column ONLY

MDE USE ONLY		PROGRAM APPROVAL DATE & INITIALS	
CURRENT FUNDS	121,195.00	11-30-17	SKK
BEGIN DATE	11/1/17	TOTAL FUNDS	
END DATE	9/30/21	CARRYOVER FUNDS	875,531.00

Date 12/14/17 *Shirley Campbell*  
MDE - Director of Fiscal Grants Management

Date 11/30/17 *Shirley Campbell*  
MDE - Director of School Improvement

- School Planning Budget  
 School Full Implementation Budget (Year 4 \_\_\_\_ )  
 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  
**North Panola School District**

SCHOOL NAME  
**Crenshaw Elementary**

DISTRICT CODE  
**5411**

**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>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) <i>(2)</i>	SALARIES										TOTALS <i>(12)</i>	Align with Pg of Plan <i>(13)</i>			
		(Obj. 100a)	(Obj. 200a)	(Obj. 300a)	(Obj. 400a)	(Obj. 500a)	(Obj. 600a)	(Obj. 700a)	(Obj. 800a)	(Obj. 900a)	(Obj. 000a)					
1120	Elementary Programs Data Specialist (school level position) Collects and analyzes all data relative reading and achievement indicators as well as other data points captured within the school. Salary: 47,000; Benefits: SS-3,596.00; Retirement-7,403.00; Work Comp-146.00; Med. Insurance-4,272.00; Life Insurance-108.00	47,000	15,525												\$ 62,525	63, 64, 69, 85, 119, 100, 104
1120	Elementary Programs Retention bonus for certified, highly qualified instructional staff persons who meet specific criteria for continued employment with the district. 7 staff persons @\$2,000 each = 14,000 Benefits: SS-1,071.00; Retirement-2,205.00; Work Comp-44.00	14,000	3,320												\$ 17,320	83, 87, 124
1120	Elementary Programs Incentives for instructional personnel (administrators, counselor, teachers and TAs) who qualify based on the district's recruitment and retention policy. Incentives: 18,500; Benefits: SS-1,416.00; Retirement-2,914.00; Work Comp-54.00	18,500	4,384												\$ 22,884	83, 87, 124
1120	Elementary Programs Release days for Teacher Professional Development to allow time for vertical planning during the school day. Funds are to pay for substitute teachers. Sub pay/day - \$4.60 x 21 = 1,777. (District uses a service at a flat rate)	1,777													\$ 1,777	122-125, 130
1120	Elementary Programs Evidenced Based Intervention Program for students & teachers to be used for remediation (Site License)										1,289				\$ 1,289	79, 80
<b>FUNCTION TOTAL</b>		<b>\$ 81,277</b>	<b>\$ 23,229</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 1,289</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 0</b>	<b>\$ 105,795</b>		

