

**FY 2015/FY 2016 School Improvement Grant
(SIG) 1003(g)
LEA Application
Round 2**



**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
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Issue Date: March 27, 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, April 7, 2017**. Failure to submit the form will not prevent applicants from submitting proposals in response to the Request for Proposals. **However, given the source of the funds supporting this competition, each superintendent of eligible schools is asked to submit a letter of intent for documentation.** The intent to submit proposal should be sent via email to Sonja Robertson at SIG@mde.k12.org
- *Needs Assessment*—Before submitting a proposal, LEAs must ensure that the required needs assessment has been conducted by summarizing and attaching the needs assessment information from the Mississippi Comprehensive Automated Performance-Based System (MCAPS), the online tool used to complete the Consolidated Federal Programs Application.
- *Application Submission*— The LEA must submit five (5) typed applications and five (5) electronic copies saved individually to a CD or a USB Flash drive in “read only” PDF format. Each CD or USB Flash drive must be clearly labeled to indicate the district name, application name, and the due date of the application. By submitting each CD or USB Flash drive, the district is assuring that the information contained in the application and the electronic version are one in the same and the MDE may use either for evaluation purposes. The LEA must submit the application by 3:30 P.M., **Monday, May 8, 2017**, to the following address:

Deliver Proposals to:

Lorraine Wince
Office of Procurement
Mississippi Department of Education
FY 2015/2016 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
 FY 2015/2016 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
 FY 2015/2016 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
March 27, 2017	<ul style="list-style-type: none"> • LEA Application Released
April 7, 2017	<ul style="list-style-type: none"> • Letter of Intent Due
May 8, 2017	<ul style="list-style-type: none"> • Applications submitted to MDE
May 2017	<ul style="list-style-type: none"> • District applications reviewed/Interviews
June 2017	<ul style="list-style-type: none"> • Grant awards recommended to State Board of Education for approval • LEAs will be notified about their award status • LEA grants awarded for up-to-four years
July 1 – December 2017	<ul style="list-style-type: none"> • Planning/Pre-Implementation
January 2018	<ul style="list-style-type: none"> • LEAs begin Year 1 of full implementation
August 2018	<ul style="list-style-type: none"> • LEAs begin Year 2 full implementation
August 2019	<ul style="list-style-type: none"> • LEAs begin Year 3 full implementation
August 2020	<ul style="list-style-type: none"> • LEA begins Year 4 and Sustainability Year

RESPONSIBILITY OF THE APPLICANT

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

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

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

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

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

The proposal transmittal form must be signed by an authorized official to bind the applicant to the proposal provisions.

QUESTIONS

Questions concerning the RFP should be sent to SIG@mdek12.org. The deadline for submitting **written** questions by email is **April 7, 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 **April 14, 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 may reject proposals that do not conform to the requirements of this RFP. Proposals may 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 Cover Page and 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 FY 2015/FY2016 1003(g) 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: Yazoo City Municipal School District
ADDRESS: 1133 Calhoun Avenue Yazoo City, MS 39194
PHONE NUMBER: 662.746.5800

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

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

If the response if no, please provide explanation: _____

SUPERINTENDENT'S SIGNATURE: _____

DATE OF SUBMISSION: April 5, 2017

Please complete this form and return by April 7, 2017 to:

Dr. Sonja Robertson
Office of School Improvement
P.O. Box 771, Suite 213
Jackson, Mississippi 39205
Dr. Sonja Robertson
Office of School Improvement
601-576-2180

Fax to:

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

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

RECEIVED

APR 05 2017

MS DEPT. OF EDUCATION
OFFICE OF SCHOOL IMPROVEMENT

FY2015/FY2016 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: Yazoo City Municipal School: YCHS

Intervention Model: Tranformational

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"/> CDs or USB Flash Drives with saved PDF copy of completed proposal included and each one labeled. <input checked="" type="checkbox"/> Copies of the complete Application	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> Not completed or not attached.
LEA Assurances* <i>Include all pages 12-17</i>	<input checked="" type="checkbox"/> Signed copy attached.	<input type="checkbox"/> Signed copy attached. <input type="checkbox"/> Copy not signed or 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

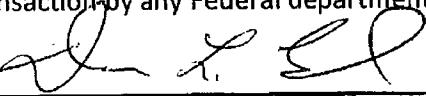
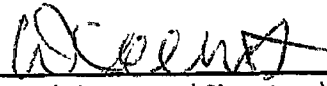
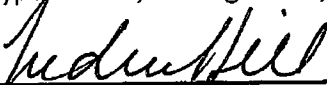

It is expressly understood and agreed that the obligation of the Mississippi Department of Education to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing 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.

Dr. Darron L. Edwards		5-5-17
Superintendent (Typed Name, and Signature)		Date
Mr. Dave Collins		5-5-17
LEA Board President (Typed Name, and Signature)		Date
Dr. Frederick Hill		5-5-17
Federal Programs Coordinator (Typed Name, and Signature)		Date
Mrs. Letitia Johnson		5-5-17
Business Manager (Typed Name, and Signature)		Date

Include all pages 12-17 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>
Bettie E. Woolfolk Middle School	8220-16	280477001260	Priority School	F	Transformation
Yazoo City High School	8220-20	280477000888	Priority School	F	Transformation
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...

B. Consultation with Stakeholders

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

Children benefit academically when educators, parents and stakeholders all work together. For that reason, parental involvement and engagement are a priorities of the Yazoo City Municipal School District. Building a strong connection between parents, educators and stakeholders did not happen automatically. It was our task to create new roles and responsibilities for all stakeholders. Ultimately, it was our task to create a new culture in the Yazoo City Municipal School District. We want our parents to move beyond the traditional role of just helping with homework to sharing the responsibility of school improvement.

To that end, district teachers, administrators, and parents began to organize community meetings where participants learned about and discussed the school environment, how to be

involved and what we needed to increase student achievement.

The school district conducted surveys and held events such as Parent Academy, Cooking with the Curriculum, and Town Hall Meetings. In addition, we have hosted Literacy and Mathematics Nights, Award Nights, Talent Shows, Open Forums and other events.

During our Parent Academies, stakeholders discussed the accountability model, how the schools are performing in a variety of areas, including student performance on the state assessments. Most importantly, stakeholders had the opportunity to discuss the direction of our school district and how we can turn things around. All individuals involved embraced a common philosophy of partnership, where power and responsibility are shared.

Upon the announcement of the proposal submission of the School Improvement Grant, the Superintendent and leadership team immediately set plans in motion to seek input from our stakeholders. It is our belief that our stakeholders are the most valuable resource to applying for school improvement funds. Our first step included informing our stakeholders about the School Improvement Grant, feasibility of applying for the grant, and how the possible funds could effect our school district. During our Parent Academy, held on Wednesday, April 19, 2017, our parents were introduced to the School Improvement Grant, what it entails and how it can help to increase student achievement. Principals: Torrey Hampton and Lawrence Hudson; along with Superintendent, Dr. Darron Edwards; Federal Programs Director, Dr. Frederick Hill; District Liaison of Curriculum, Brittany Morrow opened the discussion with the definition of the School Improvement Grant, how it is awarded, and the submission process. We then discussed the six SIG models and what it meant for our school district and schools. Many parents were interested in the Pathways to Success and Transformation models. The parents asked questions, gave feedback and provided suggestions to include in the SIG grant to increase student achievement. A follow-up meeting was held on April 27, 2017 at Yazoo City High School. After a review of the models, both Principal Hampton and Principal Hudson informed stakeholders that the Transformation Model was selected for the School Improvement Grant Process. The grants written for each school will align with the goals of the Yazoo City Municipal School District.

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.

Dr. Darron Edwards, Superintendent
 Dr. Frederick Hill, Director of Federal Programs
 Dr. Georgia Ingram, Director of Child Nutrition/ Curriculum/ School Improvement Coordinator/District Test Coordinator
 Mrs. Letitia Johnson, Business Manager
 Mrs. Bernita Washington, Federal Program Bookkeeper
 Ms. Brittany Green, District Liasion for Curriculum
 Mrs. Brenda Martin, Special Education Director
 Mr. Lawrence Hudson, Yazoo City High School Principal
 Ms. Romeka Mack, Yazoo City High School English Teacher / School Leadership Team (SLT) Member
 Mrs. Christi Wood, Yazoo City High School Assistant Principal

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
Dr. Delarious Stewart	Provided advise and consultation on development of grant. Led focus groups, along with developed and analyzed qualitive measures to drive an understanding of the current state of school.

PART II: DISTRICT LEADERSHIP

A. District Governance

1. Policy Analysis and Timeline

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

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
School Zones: ✓ Student assignment ✓ Student attendance areas/ school boundaries	Board Policy ABB – Board Powers and Duties MS Code Reference 37-7-301 The school board has the power and authority to organize and operate the schools of the district and to make such division between the high school grades and elementary grades as in their best judgement will serve the interests of the schools. This policy is not a barrier to reform. There is only one school per grade within the Yazoo City Municipal School District attendance zone.	No change is needed	N/A
Time: ✓ School year ✓ School calendar	Board policy GBRC entitled Professional Personnel Work Load states: The Board of Trustees of the Yazoo City Municipal School District shall have the power and authority to adjust the date for the opening and closing of the school term. All public schools in the state shall be kept in session for	This policy was amended November 2014. No change is needed	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"> ✓ Extended school year/ summer school ✓ School day ✓ Student arrival and departure time ✓ Administrative personnel time schedules ✓ Instructional personnel time schedules 	<p>at least one hundred eighty (180) days in each scholastic year.</p> <p>Policy IDCA Extended School Year / Summer School allows the district to operate extended school year and summer school</p> <p>According to this policy, the Teaching Day is also defined as a day in which a minimum of 330 minutes of instruction and/or evaluation is provided. While this policy states a minimum number of minutes for instruction, Policy GBRC approved November 20, 2014, lists the actual length of the school day. The policy states elementary, junior high and senior high school teachers are expected to be on duty at their respective schools at 8:00 am each day, 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 through Thursday as follows: Elementary 3:30 and Junior and Senior High 3:45. Principals are expected to be on duty from 7:45 am to 4:00 pm.</p>	<p>While Policy IDCA Extended School Year / Summer School is not a barrier to reform, it will need to be amended to show the MPSAS Accountability standard change from 19 to 13.</p> <p>This policy will be amended to reflect our current practice for elementary and secondary start times.</p> <p>The established working times for principals will be changed to reflect a current workday.</p>	<p>June 2017</p> <p>June 2017</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>
	This policy creates a barrier to reform in several ways. First, it is not consistent with our current operating times where student start times are before 8:00 for first period. Secondly, an effective principal will strive to arrive before the teachers. Two of our schools are Priority Schools where the principals are required to have School Leadership Team meetings (SLT) which are held after the normal school day.		
<u>Curriculum:</u> ✓ Curriculum development ✓ Summer school programs	Policy IC-Curriculum Development: The policy is not a barrier to reform. Policy IDCA-Extended School Year: The policy is not a barrier to reform due to policy providing extended school year.	No policy amendments needed at this time Policy IDCA Extended School Year/Summer School is not a barrier to reform, it will be amended to show the MPSAS Accountability standard change from 19 to 13.	N/A June 2017
<u>Instruction:</u> ✓ Instructional programs	Policy IFB Instructional Services The policy directs the superintendent to develop and maintain instructional services for the benefit of students and staff. Policy ID is the Instructional Program Management is	This policy is not a barrier to reform. The policy is not a barrier but the language will be updated to eliminate the wording Common Core and reflect Mississippi College and Career Readiness Standards which is our current framework. The Instructional Management Plan for the 2016-2017 school year was board approved on August 1, 2016	June 2017

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>✓ Multi-tiered system of supports</p>	<p>The district shall maintain an Instructional Management Plan/System that describes the instructional model, strategies, activities and other efforts the district takes in order to achieve instructional success with regard to state and federal accountability models. The policy states the Instructional Management Plan/System shall be reviewed annually for necessary revisions. The complete Instructional Management Plan/System is an exhibit which should be attached to the policy annually. While it is not a barrier to reform, it should be amended.</p> <p>The district's instructional model is based on the Multi-Tiered System of Supports (MTSS) model and applied as the Three-Tier Instructional model adopted by the Mississippi State Board of Education in Policy 4300. The policy requires that schools use an instructional model that consists of multiple tiers of instruction, assessment and intervention services. At each tier, there is a set of support structures and instructional methods to help teachers implement practices designed to improve student achievement. Continual assessment or progress monitoring at each tier</p>	<p>This policy is not be a barrier to reform. The policy will not be changed, but the guidance and instructional support to leadership and teachers will be addressed.</p>	<p>August 2016 and continually</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>
✓ Class size	<p>is essential to determine student performance in regard to certain academic or behavioral skills.</p> <p>The district follows the Mississippi Accountability Standards concerning class size. Student teacher ratios do not exceed the following: {MS Code § 37-151-77}</p> <p>28.1 Student teacher ratios do not exceed 22 to 1 in kindergarten, except in instances in which a fulltime assistant teacher is in the classroom. If a full-time assistant teacher is employed, 27 may be enrolled. {MS Code § 37-151-77} (See Mississippi Kindergarten Guidelines.) (7 Miss. Admin. Code Pt. 3, Ch. 19, R. 19.1)</p> <p>28.2 Student teacher ratios do not exceed 27 to 1 in classrooms serving grades 1 through 4 unless approved by the State Board of Education. {MS Code § 37-151-77} (7 Miss. Admin. Code Pt. 3, Ch. 19, R. 19.1)</p> <p>28.3 Student teacher ratios do not exceed 30 to 1 in self-contained classes serving grades 5-8. {MS Code § 37-151-77} A one-year waiver</p>	<p>This is not a barrier to reform.</p> <p>This is not a barrier to reform.</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>✓ Grading</p> <p>✓ Assessment</p>	<p>may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio.</p> <p>28.4 Student teacher ratios do not exceed 33 to 1 in departmentalized academic core classes serving grades 5-12. {MS Code § 37-151-77} A one-year waiver may be requested for classes that do not exceed more than two (2) students beyond the allowable student teacher ratio.</p> <p>Board Policy Code: IHA Grading System The grading system was changed to a modified 10-point scale with 65 as passing.</p> <p>The district follows the Mississippi Accountability Standards¹⁶ the school district adheres to all requirements of the Mississippi Statewide Assessment System. (See Appendix F.) {MS Codes §§ 37-16-1 through 4 and § 3716-9} (7 Miss. Admin. Code Pt. 3, Ch. 34, Ch. 36, Ch. 36, R. 36.1, Ch. 74, R. 74.20, Ch. 78, R. 78.1, R. 78.7)</p>	<p>This is not a barrier. The policy was amended July 28, 2016.</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>
<ul style="list-style-type: none"> ✓ Use of test results ✓ Lesson plans 	<p>It is the practice of the district to share the results of both district and state administered standardized assessments. There is not a policy to require the practices</p> <p>Principals are required to ensure all teachers are developing and utilizing lesson plans to guide day to day instruction. Principals are given discretion as to the format of the lesson plans that will be used in their schools. A policy doesn't exist to mandate the use of lesson plan.</p>	<p>A policy will be developed and recommended for approval to address the need for use of test data results to drive instruction and school improvement.</p> <p>A policy will be developed and recommended for approval to mandate the daily usage of lesson plans. Principals will continued to be given discretion as to the format and content of the lesson plans.</p>	July 2017
<u>Employment (Hiring):</u> <ul style="list-style-type: none"> ✓ Administrative personnel hiring ✓ Teacher/other staff hiring 	<p>Policy GBD: This policy does not create a barrier to reform. The principal has the autonomy in making recommendations to the superintendent, who recommends to the board.</p> <p>Policy GBA – Professional Personnel Compensation Guides and Contracts</p> <p>It is the policy of the district to attempt to pay its licensed employees at a level which will attract and retain people with highly qualified status who can exercise professionalism in the Yazoo City Municipal School District.</p>	<p>The policy was amended on 9/25/2013. This policy is not a barrier</p> <p>A salary schedule was adopted December 2016. This policy is not a barrier</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>
<u>Employment (Compensation):</u> <ul style="list-style-type: none"> ✓ Administrative and teacher compensation guides ✓ Compensation for advanced degrees ✓ Compensation guides/ salary schedules 	<p>Policy GBA: Professional Personnel Compensation Guides and Contracts</p> <p>The Yazoo City Municipal School District may adopt, continue a program or plan whereby teachers are paid varying salaries according to teaching ability, classroom performance, and/or other similar standards.</p> <p>The Yazoo City Municipal School District does not have provisions for additional salary supplements or bonuses as part of a teacher/administrator recruitment package.</p> <p>Policy GBD: Policy state that teachers can be compensated for advanced degree but no provisions are in policy as incentive to help obtain an advanced degree</p>	<p>The policy was adopted 9/25/2013 and amended on 11/20/2014, but will need an additional amendment to include guidelines and steps for teacher incentive packages aligned to our school improvement plan.</p> <p>The policy will need to include the proposed incentive package for teachers and administrators as part of the SIG program.</p>	July 2017
<u>Employment (Placement):</u> <ul style="list-style-type: none"> ✓ Administrative personnel assignment/ re-assignment ✓ Teacher/other staff assignment 	<p>The superintendent has been given the authority to reassign personnel. This is not a barrier but a benefit in not having to wait to make changes for academic improvement. Teachers have a clause in their contract that states they can be reassigned to other duties as deemed necessary.</p>		N/A
<u>Employment (Career)</u>	N/A	N/A	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>
<u>Ladder):</u> <ul style="list-style-type: none"> ✓ Administrative/ supervisory personnel ✓ Organization charts ✓ Instructional personnel— others 			
<u>Employment (Evaluation):</u> <ul style="list-style-type: none"> ✓ Administrative personnel evaluation ✓ Teacher/staff evaluation 	<p>Yazoo City Municipal School District does not have a policy to support an evaluation of teacher/staff nor administrative personnel. However, the district does use the teacher evaluation system and the principal evaluation system for evaluation of teachers and principals respectively.</p>	<p>Eventhough a policy does not exist, the evaluation of teachers and principals is practiced which put the district in compliance with Accreditation Standard 3. However, a policy will be drafted and recommended to the board for approval.</p>	
<u>Employment (Termination):</u> <ul style="list-style-type: none"> ✓ Personnel— suspension ✓ Administrative personnel separation and dismissal ✓ Teacher/ staff separation and dismissal 	<p>School Board policy CGM entitled Professional Personnel Separation informs the district personnel that it shall be the policy of the school district to provide the highest possible quality of education for the students enrolled in the schools of this district. In order to achieve this goal, it is necessary from time to time to release principals and other administrative personnel from their current position. This may be necessary when their performance fails to meet the standards established by the State</p>	<p>This policy does not create a barrier to reform.</p>	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>
	Department of Education and/or the school board members where their services are no longer needed. Any non-renewal/termination decisions of this school district shall be rationally related to a legitimate educational interest and not arbitrary or based upon some constitutionally impermissible reason such as race, sex, religion, handicap or exercise of First Amendment rights.		
<u>Professional Development:</u> ✓ Opportunities— all employees ✓ Administrative personnel professional development	N/A	N/A	N.A
<u>Student Climate:</u> ✓ Attendance	Board policy JCA entitled Student Code of Conduct states a student code of conduct,	The student handbook was revised and approved in July and August 2016.	

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"> ✓ Truancy ✓ Student involvement in decision-making ✓ Student conduct 	<p>developed under the leadership of the district administration, and in cooperation with staff, will be made available and distributed to parents and students outlining student conduct expectations and possible disciplinary actions.</p> <p>Board Policy JBD entitled Attendance, Tardiness and Excuses does not include issues which would create a barrier against successful implementation of the grant. The policy clearly sets out the process for maintaining a safe and orderly climate.</p>	This does not create a barrier.	
<p><u>Family and Community Engagement:</u></p> <ul style="list-style-type: none"> ✓ School-community relations ✓ Family involvement ✓ Community 	School Board policy KCB entitled Community Involvement in Decision Making is written in a way to meet the legal standard which guides implementation. However, each policy does not specifically outline a plan that guarantees community involvement.	Policy KCB will be amended with specific actions that the district staff will implement to insure that community involvement is included in the yearly decision making of the district.	June 2017

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>
involvement in decision-making ✓ Federal programs procedure with complaint resolution ✓ Visitors to schools			

2. School Board Approval

Provide evidence of school board approval by attaching as an exhibit 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 Yazoo City Municipal School District will seek to recruit external providers (educational consultants) utilizing a Request for Proposal (RFP). Our RFP will include a detailed framework of our needs, project tasks, scope of work and data on the effectiveness of the provider's services.

External providers must have proven expertise and data driven results which show a successful track record for building capacity of teachers and leaders to improve student growth and academic achievement. In using the RFP method for solicitation, we will ask external providers for its best effort in seeking an individualized plan of success. A simple one size fits all approach will not meet the specific needs of our district and schools. The proposal submitted by the external provider will be evaluated by an evaluation committee. External providers should make their best effort to satisfy the requirements at their best price because a contract may be awarded based on the initial evaluation. It will be necessary to hold discussions and demonstrations with the external provider about their proposal. The committee will then score each proposal based on specific information.

We will utilize multiple strategies as part of our due diligence in the consultant selection process such as (a) consult with other schools and districts with similar demographics to discuss how service providers have implemented reform actions, consulting services and professional development; (b) consider various service providers to ensure the best fit for our schools; (c) contact MDE and professional associations for lead partners' credentials and capabilities of providing service; and (d) most importantly, examine quantifiable data and qualitative analysis of success in student performance.

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 [REDACTED]. 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.

Research conducted by the Mass Insight Education and Learning Point Associates workgroups on consultant duties and relationships have contributed to our decision making process. The Yazoo City Municipal School District is adamant the chosen external partner has a proven record of successful and effective work with underperforming schools. The ultimate goal of our schools and our consultant is to substantially raise student achievement.

The district will utilize the Request for Proposal (RFP) process provided by the Mississippi

Department of Education, to identify a consultant. We will advertise the RFP in the local newspaper and on our district website to attract candidates. A brief summarization of our process is found here: External Providers will be invited to submit a letter of interest listing those projects for which they wish to be considered. If the external provider does not already have a current statement of qualifications on file with the LEA one should be submitted with their letter of interest. The process for screening, evaluating, and selecting external providers will involve a request for proposal and competitive interviews of at least three highly qualified organizations. All external partner contracts are awarded on the basis of a qualifications-based selection and for a negotiated fee. In a limited number of cases usually involving unique circumstances or needs, we may competitively select external partners on the basis of "on-file qualification statements alone". External partners will be selected for interview by a panel including teachers, principals, students, parents and district level administration. Before and contract for services is awarded, board approval must be granted.

The following information is considered significant in short-listing for interviews and in selection for external partners. This list is not all-inclusive or in prioritized order:

- Experience as an external partner with districts of similar demographics
- Size of the organization; total staff, number of licensed professional educators and availability of consultants.
- Knowledge of the Mississippi Educational System
- References from past clients and evidence of their impact on student achievement
- Performance and experience of prior work with the district
- Knowledge and ability of staff proposed for the project
- External Partner's level of interest and quality of presentation materials

The following outline is adapted from Learning Points Associates research, A Guide to Working with External Partners (2010). We will use this as a framework to guide our process for screening, evaluating, and selecting Consultant applicants.

Action Steps	Person Responsible	Timeline
<u>Creating a Framework for the Selection Process</u>		July 2017
Step 1: Putting Together a Selection Team <ul style="list-style-type: none"> <input type="checkbox"/> Decide who should be on the selection team. <input type="checkbox"/> Decide what role various team members will have on the selection team. <input type="checkbox"/> Decide what input other key stakeholders who are not on the selection team will have. <input type="checkbox"/> Determine the logistics of selection team meetings. 	Superintendent	July 2017
Step 2: Developing a Request for Proposal (RFP) <ul style="list-style-type: none"> <input type="checkbox"/> Identify the most pressing needs. <input type="checkbox"/> Identify budget, timeline, and logistical concerns. <input type="checkbox"/> Identify the expected outcomes as a result of hiring an external provider. <input type="checkbox"/> Identify the services the external provide needs to deliver. <input type="checkbox"/> Identify selection criteria. <input type="checkbox"/> Write an RFP outlining the school's needs, the outcomes and services expected, and the selection criteria. 	Superintendent, District Selection Team which will include, but not limited to the Transformation Principal, School Improvement Transformation Officer, Director of Curriculum and Instruction, District Curriculum Liaison, Federal Programs Director, Business Manager	July – August 2017
Step 3: Recruiting Potential Providers <ul style="list-style-type: none"> <input type="checkbox"/> Issue an RFP. Publish on district and MDE/ARRA webpage. <input type="checkbox"/> Consult with schools or districts similar to ours. <input type="checkbox"/> Consider various types of providers. <input type="checkbox"/> Contact professional organizations. <input type="checkbox"/> Examine the provider's track record of success. 	Superintendent in addition to the District Selection Team which will include, but not limited to the Transformation Principal School Improvement Transformation Officer Director of Curriculum and Instruction District Curriculum Liaison Federal Programs Director	September 2017
<u>Screening a Consultant/External Provider</u>		September 2017
Step 4: Conducting Initial Conversations <ul style="list-style-type: none"> <input type="checkbox"/> Discuss selection criteria with the potential provider. <input type="checkbox"/> Discuss the cost of services with the potential provider. 	Superintendent District Selection Team which will include the Transformation Principal	September and October 2017

<input type="checkbox"/> Discuss the expected outcomes and timetable with the potential provider. <input type="checkbox"/> Discuss the provider's evaluation strategy.	School Improvement Transformation Officer Director of Curriculum and Instruction District Curriculum Liaison Federal Programs Director Business Manager	
<u>Evaluating a Consultant/External Provider</u>		
Step 5: Scoring Proposals <input type="checkbox"/> Establish a meeting date, time and place for reviewing proposals from potential consultants/external providers submitted in response to the RFP. <input type="checkbox"/> Examine carefully each proposal with the selection team. <input type="checkbox"/> Complete an evaluation matrix on each provider to evaluate the proposals received.	Superintendent District Selection Team which will include the Transformation Principal, School Improvement Transformation Officer, Director of Curriculum and Instruction, District Curriculum Liaison, Federal Programs Director, Business Manager, Community Member	October 2017
Step 6: Checking References <input type="checkbox"/> Ask the provider for references. <input type="checkbox"/> Contact schools or districts similar to ours that have worked with this provider.	Transformation Principal School Improvement Transformation Officer Federal Programs Director Business Manager	October 2017
<u>Selecting a Consultant/External Provider</u>		
Step 7: Reaching an Agreement on a Provider <input type="checkbox"/> Conduct due diligence on each potential provider. <input type="checkbox"/> Ask key stakeholders to review or formally approve your choice. <input type="checkbox"/> Build support for the choice among the wider school community.	Superintendent in addition to the District Selection Team which will include the Transformation Principal School Improvement Transformation Officer Director of Curriculum and Instruction District Curriculum Liaison Federal Programs Director Business Manager	November 2017 and on-going

Step 8: Negotiating a Contract <ul style="list-style-type: none"> <input type="checkbox"/> Clarifying the scope of services and materials supplied by the provider <input type="checkbox"/> Communicate the school or district's needs to the provider. <input type="checkbox"/> Identify gaps between what the school or district requires and what the provider's standard package or proposal can provide. Discuss cost and payment arrangements. <input type="checkbox"/> Discuss school-level policies that are required for effective implementation. <input type="checkbox"/> Discuss district-level policies that are required for effective implementation. <input type="checkbox"/> Agree upon a contract length acceptable to both parties. <input type="checkbox"/> Agree on formative and summative outcomes measures. <input type="checkbox"/> Agree on a timetable for measuring outcomes. <input type="checkbox"/> Work with the school or district attorney to draw up the best possible contract. 	Superintendent	December /January 2018
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If the LEA has interview protocols or evaluation rubrics, attach these in [REDACTED]. 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 [REDACTED]. 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.

The Yazoo City Municipal School District has an ongoing record of successful implementation of a public, competitive grant. Capacity to effectively implement the School Improvement Grant can be demonstrated by the district's current utilization of the K-3 Literacy Support Grant. The school district was awarded the K-3 Literacy Support Grant for McCoy Elementary School in 2015 for school years 2015-2017. In 2014, our STAR Reading assessment revealed that 86% of students in grades two and three were reading below grade level. Both McCoy and the district have strong commitment to improving the performance of students to allow for a sustainable transformation to occur. The K-3 Literacy Support Grant at McCoy Elementary School resulted in improvements in reading levels and test scores.

The literacy grant allowed McCoy to implement an extended year program offered to students in grades two and three performing below grade level as indicated by the STAR Reading screener. The program provided students with extended reading instruction and practice in the five components of reading. In addition, leveled books for transitioning students and listening centers exposed students to multiple modes of effective reading practice. Teachers in grades two and three received professional development in the five components of reading, effective reading strategies, response to intervention and analyzing data.

Successful implementation resulted in an 18% decrease in the number of students below grade level within the first year of implementation. During the second year of implementation, results of the STAR Reading screener yielded a 20% decrease. In Grade 3, the state assessment data yielded a 10% decrease of minimal students in a span of three school years. The grant and successful implementation provided a positive impact on student achievement through the application of effective instructional strategies, professional development and student materials.

The Yazoo City Municipal School District successfully implemented a 21st Century Learning Center Grant in previous years from December 2008-July 2012. The 21st Century Grant at Woolfolk resulted in improvements in the grades and test scores of the 70 regular attendees with 60% (42 students) for 2010-2011 and 75% (53 students) for 2011-2012 scoring proficient and advanced on the MCT2 test scores. There was a positive impact on student achievement due to the usage of sound instructional strategies, excellent curriculum, access to technology, and teacher professional development. Because measures were taken to (a) offer tutoring sessions in a small group environment; (b) extend the school day, (c) educate on health and wellness, and (d) provide recreational and cultural enrichment activities, the YCMSD forged a

smooth transition between home and school by giving parents and students a safe, caring place for extended learning time.

The district has also received and successfully implemented several other competitive grants such as Learn and Serve America, The Literacy Grant/Plan, The Project Fit, John D. Bower Health Network, Five Star Foods, Nutrition Integrity, and Homeless. The district is currently implementing a technology grant to upgrade access points and wiring to the infrastructure to enhance access to the vast amount of resources for teaching and learning.

Dr. Darron L. Edwards was Superintendent of the West Tallahatchie School District. His previous experience with managing grants included: a 1.5-million-dollar Qualified School Construction Bond for the improvement of school facilities, Pre-Kindergarten grant for five years with Tallahatchie Early Learning Alliance (Morgan Freeman) and Mississippi Department of Education to fully fund district wide Pre-K program, and was also awarded a 21st Century 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.

A successful school transformation requires a systems approach with coherent guidance and support from the state and district to support the actions of the school (Center on School Turnaround, 2017). The governance and leadership structure of Yazoo City Municipal School District is designed by strategy to assure program success, where each representative of the different departments will collaborate as the District Leadership Team (DLT) for program development, provision of support to the School Improvement Transformation Officer, and monitoring of the transformation model. The different departments that are part of the DLT are Superintendent, Curriculum, Federal Programs, Business and Finance, Special Education, Child Nutrition, and Operations. The members of each department are committed to provide daily support for ensuring the success of the Transformation Model.

The specific roles each department plays in providing support to the Transformation Model are as follow:

- Superintendent:
 - Identifies and appoint a School Improvement Turnaround Officer to lead the school improvement efforts and initiatives;
 - Sets the strategic direction for turnaround, and establish clear policies, structures, and expectations for constituents to work toward targeted improvement goals;
 - Continuously commits to turning around the low performing schools and advocate to stakeholders the necessity of the change;
 - Monitors, discusses, reports, and takes action on the progress of school improvement efforts
 - Identifies and removes barriers to student learning and opportunities;
 - Acknowledges and responds to constructive feedback, suggestions, and criticism;
 - Creates opportunities for stakeholders to come together to discuss, explore, and reflect

- on student learning and
 - Celebrates successes.
- **School Improvement:**
 - Oversees support and development of the principals and
 - Develops measures and data sources to analyze and match teacher and principal skills and competencies to school needs.
 - Prioritize improvement at transformation school and communicate the urgency of the transformation initiative.
- **Curriculum:**
 - Develops goals informed by assessment of recent trends and identify practices aimed at providing significant improved student learning;
 - Provides opportunities for job-embedded learning including coaching, mentoring, and observation to ensure rigorous, evidence-based instruction is provided by teachers.
 - Diagnoses student learning needs and use identified needs to drive all instructional decisions (in conjunction with Special Education);
 - Coordinates vertical alignment such that teachers have an understanding of what their students should have learned the prior year and
 - Examine curricular and instructional supports to ensure they are grounded in evidence, rigor, and College and Career Readiness Standards.
- **Federal Programs:**
 - Respond to regular feedback on progress towards goal-directed benchmark and recommend timely changes to policy, programs, and personnel to get on track on achieving results that signifies student achievement and improvement;
 - Provide targeted support to each transformation school based on deep root-cause analysis and needs assessment;
 - Partner with community-based organizations to support students in overcoming obstacles and
 - Provide meaningful ways to engage parents in their child's learning, progress, interests and long-term goals.
- **Business:**
 - Recommends policy and implement procedures to identify, select, place, retain, and sustain personnel;
 - Ensures each school's level of autonomy for personnel hiring, placement and replacement based on school capacity and
 - Executes personnel and financial requests in a timely manner needed to address the goals outlined in school improvement plan.
- **Special Education:**
 - Provides intensive, tiered support to schools to help the school leadership teach to develop action plans for the highest needs students;
 - Incorporates effective student supports and instructional interventions and
 - Diagnoses student learning needs and use identified needs to drive all instructional and decisions (in conjunction with Curriculum).
- **Operations:**
 - Provide targeted support to each transformation school based on deep root-cause

analysis and

- Identify and remove any artificial barriers that stand in the way of every student having an opportunity to learn.

The roles and responsibilities listed for each department representative on the District Leadership Team are not excluded from overlapping into other departments. It is an expectation that each department will lead the charge on the responsibilities outlined for each one. Each leader of the department understands this is a concerted effort that will take all departments to provide the support necessary to improve the performance of the low-performing schools.

The District's slogan of Excellence is Our Expectation is a reciprocated thought between the students and the staff of Yazoo City Municipal School District (YCMSD). Just as the staff of YCMSD expects nothing short of each student's excellence in their work and efforts, the expectation is the same of all staff. The District Leadership Team will be the example of displaying nothing but excellence which shall permeates throughout the culture of the District.

In July 2016 Dr. Darren L. Edwards became the Superintendent of our district. Dr. Edwards personifies his core belief, values and the district's mission "Excellence is Our Expectation" on a constant, daily basis to everyone he encounters in the school community from students, faculty and staff, to stakeholders and partners. He makes it clear, "crystal clear", that it is not about you or me, but the time, energy, preparation and focus is about the 2500 students of the Yazoo City Municipal School District. From the first day, he has stressed that administrators are expected to lead by example, and given the charge of our energy, our expectations, and our commitment to excellence be embodied in all day-to-day operations and interactions with students and faculty.

In light of the most recent accountability results, Dr. Edwards demonstrated transparency by reporting the data to all faculty and staff as soon as the embargo was lifted. He recognized the need to create a sense of urgency and ownership among staff and the community as well as send a positive message. Labeled "A failing district" will become a thing of the past, we will not dwell on past practices looking in the rearview mirror, but turn a new leaf with new expectations – IMPROVE and GROW. The ability to motivate others and influence their behaviors while communicating the strong desire to achieve outstanding results in a short amount of time makes Dr. Edwards the right person to lead our district through this School Improvement Transformation.

Turning around chronically low-performing schools is challenging work requiring fundamental rethinking of the change process, and is systemic rather than a school-by-school approach. Transformational and sustainable success, at scale, requires substantial engagement by school district leaders with the capacity and will to initiate, support and enhance dramatic change. Past practices have Yazoo City School District schools writing improvement plans, engaging outside partners to implement cookie-cutter programs and attempting to follow best practices

from the previous decades and focusing on changing programs and/or people. This approach has led to sporadic but not sustainable academic improvement. As a district, we must embark on a journey of systemic changes related to operating conditions and school culture where Excellence is not an Act, but a Habit.

Dr. Edwards will be the “shepherd” to lead the transformational initiative to shift the paradigm and turn our failing results into academic success. He has strategically aligned people, time and money to drive student achievement through his analysis of student achievement results. He has composed a team of appropriate central-office staff and innovative principals, which whom he collaborates, as we build the capacity to rigorously create and sustain a well-orchestrated system of ongoing data collection and analysis to inform a continuously responsive and adaptive system of tiered instruction attentive to students’ specific academic needs. Through his office, in conjunction with the proposed new hire of the School Improvement Turnaround Officer, he will hold individuals accountable for ensuring that our curriculum, instruction, and assessments are aligned; resources are maximized to support the instructional improvement; and principals are given the flexibility needed to make building-level decisions that are in the best interest of our students.

Dr. Edwards’ accomplishments at Ruleville High School and in the West Tallahatchie School District prove he has the DRIVE to stay VISIBLY FOCUSED and self-assured despite the barrage of personal and professional attacks common during a drastic turnaround change. He is committed to making certain the Yazoo City Municipal School District and its administrators will implement with integrity and fidelity all the requirements and deadlines of this School Improvement Grant.

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?

The Yazoo City Municipal School District goals for the 2016-2017 school year is the roadmap for how the district is improving student achievement. Beginning in the Fall of 2016, the Yazoo City Municipal School District reconfigured its district goals. The District Leadership Team recognized the need to set aggressive goals district wide and across all content areas. Five goals serve as the districts measure for long-term student success:

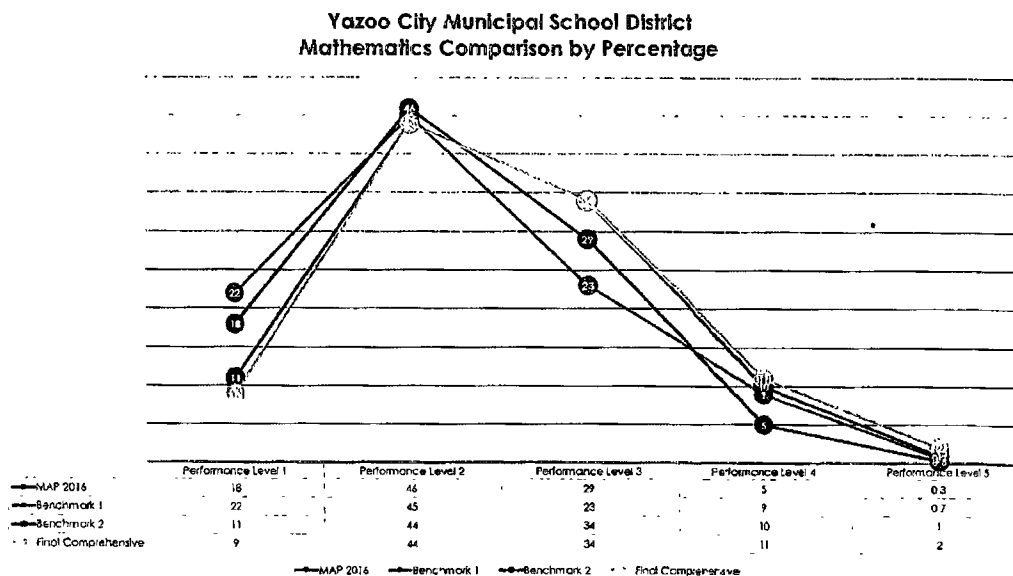
- Student Achievement: Maximize the performance of each student in all academic areas
- Increase on-time graduation rate
- Decrease dropout rate
- Strengthen community relations and communications and parental involvement
- Maintain fiscal integrity and accountability of district with fund balance of 21% of revenues
- Retention and recruiting of effective teachers

Yazoo City has made substantial gains towards meetings its 2016-2017 district goals. In the area

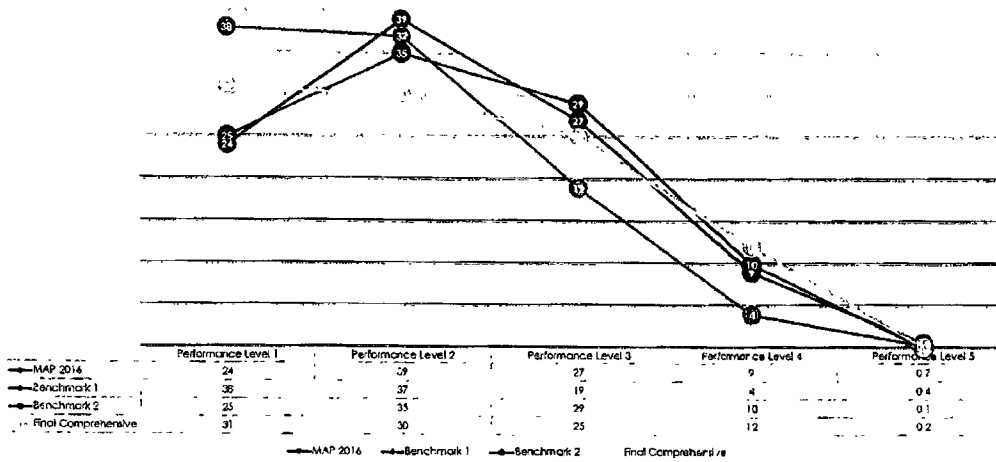
of maintaining fiscal integrity and accountability of district with a fund balance of 21% of revenues, \$200,000 has been saved, reduction of administrative staff and salaries, and adjustments made to the district budget in case of future government cuts in funding.

The Yazoo City Municipal School district began the strategic planning process of increased parental involvement and engagement, along with strengthening community relations, in the fall of 2016 by engaging stakeholders to understand our specific challenges and crafting a path to address them collectively. The district implemented a Parent Academy, Cooking with the Curriculum, Town Hall Meetings, the Superintendent Student Advisory Committee and the Strive for Five Campaign. Developed over a period of several months, our strategic plan represents a deliberate approach to clarifying our forward-going work of engagement with all stakeholders. The district expanded its community outreach and partnerships with local churches, the Yazoo City Federal Prison, Boys and Girls Club and the Yazoo City Police Department.

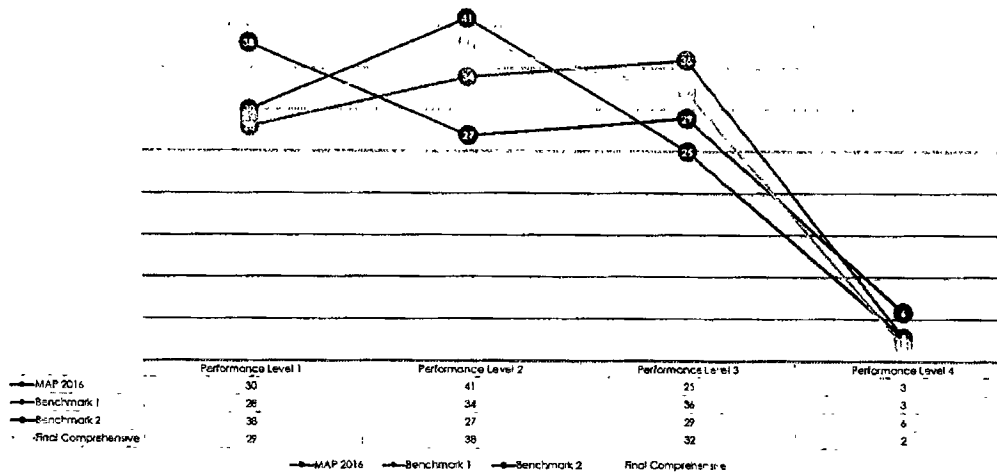
Based on a data analysis of the most recent state assessment and quarterly district benchmark assessments, the district is making gains in student achievement. The districts 2016 Mathematics MAP data yields a decrease in the percentage of students in performance levels 1 and 2. The most recent district benchmark indicates that 9% of our students are now performing at the lowest academic achievement level in contrast to the 2016 MAP mathematics assessment which yielded 18%. In addition, the state assessment yielded 5% percent of students proficient in Mathematics. Proficiency has increased six percentage points in the past year per district benchmark data. Although our proficiency data is low, we were able to grow many of our students from their previous achievement levels. The data results listed below indicate growth achieved.



Yazoo City Municipal School District Reading Comparison by Percentage



Yazoo City Municipal School District Science Comparison by Percentage



The data shows that although growth is being made, our English Language Arts, Mathematics and Science proficiency levels need major improvement. The achievement results of the Yazoo City Municipal School District do not give a complete panoramic view of the issues and concerns of the district. Data reveal there is a major need for school improvement funding.

However, results show that new measures are being implemented under the leadership of Superintendent Dr. Darron Edwards and administration. The results are beginning to

demonstrate progress. Yet, much work is needed, which requires additional resources and supports to transform our district into a model of success.

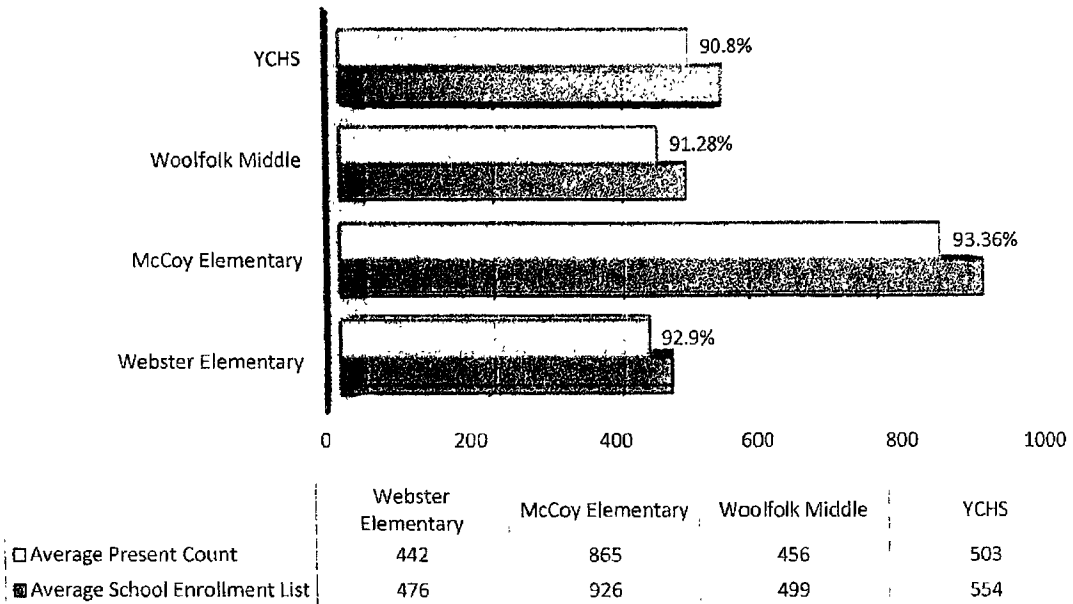
To demonstrate progress in the areas of growth and proficiency, high expectations are required. Yazoo City is committed to our accountability goals, which include the following:

- 20% of students achieving proficiency in the areas of English Language Arts and Mathematics
- 60% of students achieving proficiency in the area of Science
- 60% of students achieving proficiency in the area of U.S. History
- 60% of students increasing growth of all students in English Language Arts and Mathematics
- 80% of students increasing growth of bottom 25% of students in English Language Arts and Mathematics

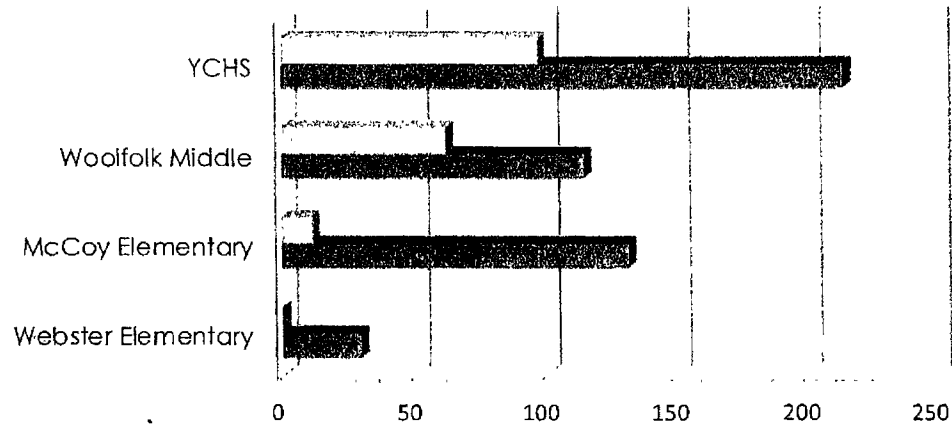
Anything less than our goals in proficiency and growth would be in opposition of our mission, core values and beliefs for our journey of "Excellence is Our Expectation." Each year progress will be monitored monthly by evaluation of individual, sub groups and school data in comparison to our goals.

Recent attendance data show a need for improvement in increasing student attendance. An important key to children's academic success is having them attend school on a regular basis. As a result Yazoo City has set its goal of a minimum 95% attendance rate. Poor attendance is a major indicator of gradual alienation and disengagement, and may lead to a student dropping out permanently. Attention is being paid to increase attendance and lowering the dropout rate in our school district.

Yazoo City Municipal School District **Student Attendance Data** **January 4, 2017-March 10, 2017**



Yazoo City Municipal School District Student Discipline Data January 4, 2017-March 10, 2017



	Webster Elementary	McCoy Elementary	Woolfolk Middle	YCHS
In School Suspension Count	0	11	62	97
Out of School Suspension Count	29	132	115	214

Although academic achievement is certainly our driving force for developing our district goals, it is not the only concern. It is more necessary than ever for our district to create a culture of high expectations in the areas of academic achievement and attendance, that is supportive of all schools and students.

Student growth will be demonstrated by improvement in standards mastery based assessments of Star Reading, Star Math, common and classroom based assessments, including pre and posttests, district benchmarks, and the Mississippi Assessment Program. To reach our goals, it is essential for the district leadership team to maintain a constant focus on student growth during regular monthly intervals throughout the school year. The data will be used to advise, review, and monitor student growth. The administration will provide guidance and support to staff when developing goals that need both their content area goals and objectives and building/district goals and objectives as well.

personnel changes, review and possible renegotiation or cancellation of the performance contract with our consultant, and adjustments to resources – time/scheduling, curriculum materials, assessments, and technology.

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

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

The Yazoo City Municipal School District personnel who will be involved in the SIG process have a wealth of knowledge and track records of success in improving student achievement through direct involvement or support services. The team will include the Superintendent, School Turnaround Officer, Director of Curriculum/School Improvement, District Liaison to Curriculum, and the Transformational Principals.

Dr. Darron L. Edwards – Superintendent

Dr. Darren L. Edwards is a recognized school leader with over 25 years of successful experience in various vertical administrative positions. He has additionally proven his leadership skills in Sunflower and West Tallahatchie School Districts, in addition to working as an education consultant, and at the post-secondary level. Dr. Darren Edwards is knowledgeable about all aspects of the K-12 system with expertise in data-driven decision making, use of instructional technology, facilities planning and resource allocation, monitoring and coaching staff performance, motivating students and parental involvement.

As a building level administrator, his record of success included:

- (2008-2009) MCT2, highest percentage of students scoring advanced in ELA (7th grade);
- (2008-2009) MCT2, highest percentage of students scoring advanced in Math (7th grade);
- (2008-2009) MCT2, highest percentage of students scoring advanced in ELA (8th grade);
- Led East Sunflower Elementary School (2010) to have the highest percentage of proficient students in 4th and 5th grade in the area of Language Arts in Sunflower County School District;
- Led Ruleville Central High School from academic performance label of "At-Risk of Failing" in 2009 to the present academic performance label of "Successful" in 2012;
- Led Ruleville Central High School (2012) to obtain the highest passing percentage in Algebra I of 80 % since 2007 and 74% of students achieved advanced and proficient performance labels;
- Led Ruleville Central High School (2011) to obtain the highest passing percentage in the United States History since 2007 with 91%; and

- Led Ruleville Central High School to be the only "Successful" High School in Sunflower County

As a Superintendent of the West Tallahatchie School District, Dr. Edwards

- Led the District to improved performance levels in all academic areas at all schools in first year as superintendent 2013-2104.
- Led the District to be 7 points from being "C" successful label. The highest performance percentage the district has ever attained. The School District increased in percentage gains by 80 total points.
- Led RH Bearden Elementary School to "C" label for the first time. The Elementary School increased by 73 total points.
- Led West Tallahatchie High School to being 8 points away from a "C" successful label. The High School increased by 76 total points.
- Led the district to improve College and Career standards by increasing dual enrollment from 3 students to almost 100 students in three semesters. All students made "B" or above in every semester enrolled in college courses.

School Improvement Transformation Officer – The Yazoo City Municipal School District will hire a person with the capability of implementing turnaround principles needed to improvement student achievement through this grant process.

Mr. Lawrence Hudson

Mr. Lawrence Hudson has been in education for 13 years. 5 years as a teacher, 1 as an assistant principal and 6 years as lead principal at the high school/secondary level. This current school year he began a the District Test Coordinator but was reassigned back to the high school as principal in November 2016. In his first three years as principal of West Tallahatchie High School, he was able to move his school from a failing QDI (99) to a successcul QDI (144). During this 3 year tenure West Tallahatchie was named a High Progress Reward School and received the Champion of Change Reward for being in the top 10% of all schools in growth during that three year span.

As principal of Yazoo City High School, Mr. Hudson was able to move the school from the failing status of 319 impact data points to 472 impact data points in one year. This 153 point gain was amongst the highest in the state of all schools. This accomplishment moved both the high school and the district from the failing status. This accomplishment was instrumental in saving the school as well as the district from a state "takeover." Yazoo City was able to maintain the "D" rating for two consecutive years after being an "F" rated school for the previous 5 years. Although the school has fallen back to an "F" during the first year of MAP testing, YCHS had 90% growth in "Low 25% Math" which was 38th among all high schools and YCHS accumulated 60 points in acceleration which was 17th among all high schools in the state.

Mr. Torrey Hampton, Principal

Mr. Torrey Hampton is a successful school leader who empowers his staff and students to meet and exceed school expectations on a daily basis to achieve Model School status. Mr. Hampton has an array of educational experiences from the middle and high school level. When he was hired to be principal at McCoy Elementary in January of 2016, he came in with a willpower and tenacity to have better achievement results in a short amount of time. Building upon and expanding the innovative strategies began by the former principal, he demonstrated the skill and responsibility of mobilizing structure, strategies, practices and use of resources for the ongoing evaluation and improvement of instruction. This record is shown in the increase of 3rd grade reading Gate first time passage scores from 53% in 2015 to 79% in 2016 Mr. Hampton taught math at a middle school for 11 years, and three years teaching 5th grade all subject areas. Because of his students' test scores at Mileston Elementary he was responsible for teaching both 5th and 6th grade mathematics during 2002. Having worked with Jackson State Kids Kollege providing supplemental services to students, he has a knowledge of working with and motivating underperforming students to higher achievement levels. His military background helps him to provide discipline, stability, and order to the school environment along with the tenacity to get things done timely, quickly, succinctly, and accurately. His administrative interns, participation in JPS Leadership Development Academy, NISL and Millsap's Principals' Institute have expanded his knowledge and capacity to lead and motivate others. For two years Mr. Hampton was a participant in the PARCC Core Leadership Math Group and learned from other mathematicians on breaking down the standards, online testing and assessments. All of these experiences and skills provide a basis for being the transformational leader for Woolfolk Middle School.

Dr. Frederick Hill – Director of Federal Programs

Dr. Frederick Hill is a veteran educator with a total of 20 years in education. His career has been in North Carolina and Mississippi. He started his educational career as a middle school teacher in 1997. He taught for 7 years before transitioning into school administration. His first administrative assignment was as an assistant principal at a school that was labeled as the worst performing high school in North Carolina. During his tenure, he collaborated with his administrative team to ensure the full implementation of a school reform model (Talent Development High Model), creation and usage of Individualized Instructional Plans for every student and guidance from a School Turnaround Team that was assigned by the North Carolina Department of Public Instruction. The school improved its performance from being the worst in the state to 14 rungs higher within two years. The school was designated as a School of Progress.

After two years as an assistant principal, Dr. Hill became a principal of a middle school that was in its sixth year of school improvement. During his first year of tenure, he was notified by the Department of Public Instruction that the school would be taken over by the state if significant improvements were not made. With focused job embedded professional development on professional learning communities, data driven instruction and learner-centered instruction and a transition to a 1:1 concept, the school made Adequate Yearly Progress for the first time ever since the passage of No Child Left Behind. The school was identified by the Department of

Public Instructions as a School of Distinction with High Growth.

Dr. Hill later became an assistant superintendent in the Tupelo Public School District. Part of his responsibilities was the supervision of secondary curriculum and instruction. There he led a curriculum realignment project. The project produced an updated viable curriculum for the first time in a decade. Through the realignment of the curriculum with Mississippi Curriculum Framework Standards and the implementation of common assessments and the data results, the district was able to improve its accountability rating from Academic Watch (D) to a B rating. Dr. Hill's most recent assignment prior to joining the Yazoo City Municipal School District was as superintendent of the Natchez-Adams School District. Upon his arrival, all schools in the district except one were failing and the graduation rate was 52%. At his departure, all schools except one had come out of failing status and the graduation rate improved to 73%. Dr. Hill credits the improvements by taking a transformational approach to replacing principals of failing schools that were not leading their school out of failing status, the creation and implementation of extended school day and by conducting weekly learning walks. In order to address the interest of students, he also created smaller learning communities which produced middle school career academies, a S.T.E.M. magnet school and the first early college high school academy in the State of Mississippi. Though his changes did not come without unrest from the community, he would often say, "We cannot do business as usual because the current business is failing." He was able to prove the changes made were effective in improving the performance of the district.

Dr. Hill leads with the philosophy that all students can learn. A deeper understanding of his philosophy is if educators give each and every student the resources he or she needs, then every student shall experience at least one year of academic growth from day 1 to day 180. He touts educators must meet the student where he or she is and employ as many evidenced based practices that would provide every student the opportunity to gain at least one year of academic growth.

Dr. Georgia Ingram – Director of Child Nutrition/ Curriculum and Instruction/ School Improvement

Dr. Ingram taught for 9 years when Woolfolk was an elementary school teaching 4th and 6th grade. She began her administrative career under the mentorship of Joyce McNair who is renowned for curriculum, instruction, and administrative expertise. Dr. Ingram served 2 years as assistant principal of the 7-12 Humphreys County High School. During this time, HCHS was a pilot for MDE revision of the priority school program and during this time she became acquainted with many of the processes and procedures which are now integrated into the MSTAR teacher evaluation system. She received intensive training on the Five Components of Readings and Every Child a Reader by 3rd Grade during her year as principal of the K-3 school. In 2003 Dr. Ingram return to Yazoo City and worked one year as assistant principal of curriculum at Yazoo City High School. While other schools in the district went into school improvement, the high school did not. From 2004-2013, Dr. Ingram served the district as the Director of Federal Programs. During that time, she effects administered the flow through grants of Title I Basic, Title II – Highly Qualified, Title IV – Safe and Drug Free, and Title V – Innovative Support, Title VI – Rural and Low Income, along with ARRA funds for Title I and Homeless. In addition to these

funds the district received several competitive grants during her tenure such as Learn and Serve America, Project Fit, John D. Bower Health Network, 21st Century, Five Star Foods, Nutrition Integrity, and Homeless.

Woolfolk Middle School had consistently low QDI scores and a failure to meet established AMO's in the previous four years, so in 2013 Dr. Ingram worked there as Assistant Principal and transitioned to principal in November. At end of first academic year 2014, school had grown 21 of the 33 points needed to come out of failing status, with 55% of all students showing growth, growth in the bottom quartile of 60%, and an increase in science proficiency scores from 22% to 39%

Having been an administrator at both secondary schools in the district, Dr. Ingram is uniquely positioned to understand both the curriculum and instructional needs and expectations for lower elementary students and families who are coming to Woolfolk AND the expectations of teachers at the high school level when students exit Woolfolk and transition to Yazoo City High School. She brings to the table the experience of evaluation linkage between the principals, federal programs director, business manager, and superintendent. She is familiar with monitoring and compliance having gone through several successful audits during her stint in Federal Programs She has the knowledge to perform examinations for comparison of the program accountability – established goals and objectives and the effectiveness and efficiency in attaining goals and objectives with the process accountability for the appropriateness of the allocation of financial resources (budgetary, curricula, and staffing) towards the commitment of school improvement results. She can also in conjunction with school administrators and the federal programs director to facilitate the implementation review with the district's business manager's records for reimbursement of expenditures. The management of the John D. Bower Network Grant, ARRA funds for Title I and Homeless, and 21st Century has given Dr. Ingram valuable insight into sustainability after grant funds have expired.

Dr. Ingram has a class AAAA license in the following areas: 105 Business Education 7-12; 116 Elementary Education K-3; 117 Elementary Education 4 -6; 119 English 7-12; 192 Social Studies 7-12; 193 Economics 7-12; 302 Agriculture 7-12; 405 Business Management, in addition to her 486 Career Level Administrator. She brings knowledge from all areas of the curriculum and the adeptness to ensure a strong connection between learning goals and classroom activities, to help teachers understand, implement, and facilitates learning based upon the Mississippi College and Career Readiness Standards.

Mrs. Brittany Morrow Green – District Liaison for Curriculum

Mrs. Brittany Austin Morrow Green is dedicated educator with a focus on the individual needs of students. She possesses a wealth of knowledge and flexibility in accommodating in the design and implementation of pacing guides, assessments, individualized lesson plans, manipulatives, interventions and development of Individualized Education Plans to enhance student achievement. Her versatility is evident this year in her new role as a liaison between the schools and the district office assisting all schools with curricula needs, assessments, progress monitoring, MTSS, workshops and training. This is a continuum of the role she served at McCoy

Elementary as Curriculum Specialist since 2014. In this position, Mrs. Morrow Green Participates in developing and monitoring educational strategies, guidelines and standards for the purpose of enhancing student achievement and meeting district, state and Federal student achievement standards; Analyzes student and program related data for the purpose of providing information related to student and program achievement in order to evaluate program effectiveness and to provide information needed for strategic planning; Coordinates planning, designing, and development of course content and assessments; Develops content and assessments that meet state and national standards; Attends meetings, workshops and/or trainings for the purpose of conveying and/or gathering information required to perform job functions; Prepares a wide variety of documents and instructional materials in both manual and electronic formats (e.g. model lessons, recommendations, lesson plans, reports, instructions, memos, etc.) for the purpose of assisting in instructional programming, documenting activities, providing written reference and/or conveying information; Supports teachers individually and/or in small groups for the purpose of enhancing their understanding and application of educational and curriculum plans, strategies and materials; and Trains and/or facilitates training of faculty and staff in the use of curriculum materials for the purpose of improving work efficiency and effectiveness by enhancing the ability of teachers to apply the instructional techniques needed to achieve student academic success.

Having spent three years of her teaching career as a middle school exceptional education inclusion teacher, and three years as literacy coach at a middle school she is versatile in providing support to teachers for all levels of the academic spectrum as well as being able to model and train on implementation of strategies across the curriculum through all subject areas.

Mrs. Brenda Martin, Special Education Director

Mrs. Brenda Martin taught elementary school for five years before becoming a Literacy Coach in August 2002. She has seven years of administrative experience as Assistant Principal and Principal at the elementary level. In January 2016, Mrs. Martin became Director of Special Education. Her combined knowledge of components of reading, interventions, and underperforming populations, make her knowledgeable in individualized instruction for student growth and achievement.

Mrs. Letitia Johnson, Business Manager

Mrs. Letitia Johnson has eighteen years of experience developing and implementing financial systems, strategies, processes and controls that significantly improve profit & loss scenarios. Experience in establishing accounting functions, systems and best practices; cost-reduction, and lasting business relationships to ensure goal-surpassing fiscal performance. Mrs. Johnson gained experience auditing school districts, before coming to work full time as Assistant Business Manager. When she became Business Manager in 2013, the finances of the district were in the negative and the overall district budget could not be balanced without a reduction in staff. With the help of financial consultations helping her to create strategies to safeguard against this reoccurrence, Mrs. Johnson can speak of a proven track record for school finance. By adopting a following a sound, viable budget, input from principals, department heads, and directors and meeting to review adopted budget and expenditures the district went from beginning 2013

with a negative fund balance, to \$800,000-year end for June 30th. Three years later at June 30, 2016, the district has an unaudited fund balance of \$3.9 million. Mrs. Johnson will ensure that the district meet federal and state requirements in respect to finances associated with this School Improvement Grant.

Mrs. Deloris Scott – Assistant Principal

Mrs. Deloris Scott is a 20-year veteran educator with demonstrated ability to teach, motivate, and engage students while maintaining high interest and achievement. She is currently the assistant principal at Woolfolk Middle School and will be responsible for assisting the principal in developing and maintaining an effective educational program consistent with State and Federal guidelines and the philosophy, policies and goals of the School Board; meeting and conferring with students, parents, faculty and staff; maintaining records and files; and preparing reports.

From July 2015 – July 2016 as curriculum/interventionist specialist at Yazoo City High School, Mrs. Scott researched and shared reliable valid data and strategies that could be used to improve student academic performance. She monitored, mentored, modeled and worked with teachers to provide them with instructional feedback, suggestions, moral support and resources, and she enhanced staff morale by displaying a spirit of cooperation, collaboration, advocacy, and unity in finding research-based solutions to instructional problems.

The 2015-2016 accountability results show that in her work with both quartile students at the Yazoo City High School she had a 96% growth rate in Math for the bottom quartile students through working the intervention process. She brings an additional perspective to this school transformational effort in that she worked as a mathematics teacher at the old Yazoo City Junior High school and Woolfolk Middle School. While the middle school Algebra I teacher, Mrs. Scott had several years with over 90% passing rate. In her lowest year, only 4 of the 40 students tested did not pass. She is knowledgeable in developing and implementing standards based lessons, peer observations, and providing feedback to teachers through her role as Lead Teacher at Woolfolk Middle School. Mrs. Scott received her specialist in administration from Delta State University which afforded her the opportunity to intern in high achieving school districts at Lovette Elementary and Clinton High School in Clinton and in Pearl at Northside Elementary and Pearl Lower Elementary. This saturation into high academic performing cultures gave her insight on what quality teaching and learning looks like in the classroom.

Mrs. Adrienne Parker – Technology Director

Mrs. Adrienne Parker is a 23 year veteran in technology education with a certification in Computer Networking. She is the MSIS Coordinator, Technology Director, Webpage Designer, and E-rate Coordinator.

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

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

LEA Accountability Label

2011-2012 Accountability Label - Yazoo City School District – F

2012-2013 Accountability Label - Yazoo City School District – F

2013-2014 Accountability Label - Yazoo City School District – D

2014-2015 Accountability Label - Yazoo City School District – D

2015=2016 Accountability Label - Yazoo City School District – F

McCoy Elementary School

2011-2012 Accountability Label - F

2012-2013 Accountability Label - F

2013-2014 Accountability Label – D

2014-2015 Accountability Label – D

2015=2016 Accountability Label – D

Woolfolk Middle School

2011-2012 Accountability Label – F

2012-2013 Accountability Label - F

2013-2014 Accountability Label – F

2014-2015 Accountability Label – D

2015-2016 Accountability Label – F

Yazoo City High School District

2011-2012 Accountability Label – F

2012-2013 Accountability Label – F

2013-2014 Accountability Label – D

2014-2015 Accountability Label – D

2015=2016 Accountability Label – F

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.

C. Sustainability

Sustainability for the Yazoo City High School will happen with services and interventions becoming routine and the norms for school culture, climate and beliefs. These constructs will be engrained as the standard courses of action. Specifically, integrate the project activities into the structure of the school. We will also continue to implement organization development and change interventions as needed.

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>
Bettie E. Woolfolk Middle School	8220-016	280477000887	Priority	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>There has been rich discussion around the quality of education afforded to scholars at Woolfolk Middle School and the impact that it has on student achievement. The skills that scholars need and the ways they should be assessed have continued to be critical to best understand the direction to improving student achievement.</p> <p>Stakeholders of Woolfolk Middle School believe that it is not helping scholars achieve academic levels that are needed to spur efforts of school reform. This is a time when Woolfolk Middle School is challenged to provide opportunities for scholars to achieve greater academic performance. According to the 2015-2016 accountability ratings, Woolfolk Middle School is an "F." The score report showed gains in mathematics and growth in the lower 25 percentile. Out of a possible 700 points for elementary and middle schools across the state, Woolfolk Middle School only received 269 points.</p> <p>An analysis of assessment data results for the past 4 years revealed that less than 25 percent of the scholars were proficient in ELA and Mathematics. There has been a continuous trend of incoming 5th grade and outgoing 8th grade scholars who fall below the proficiency level in mathematics. The failures make student achievement in mathematics difficult for both Woolfolk Middle School and the Yazoo City High School. The data has proven that scholars who enter Woolfolk below grade level, enter the high school below grade level as well never reaching a level of proficiency. Although, at some point those scholars may show some growth, it is not enough to put them at or above grade level.</p>	<p>MDE Accountable Results</p> <p>Impact Data from 2016</p> <p>Previous Priority School Reports</p> <p>1st & 2nd Benchmark Data</p> <p>Federal Needs Assessment</p> <p>School Improvement Needs Assessment</p> <p>Student Discipline Data</p>

2015-2016			
Grade F Total Points: 269	Reading	Math	Science
Proficiency	10.2	7.8	28.1
Growth All Scholars	42	52.1	Participation
Growth Bottom 25%	55	73.5	99.2

2015-2016 Assessment Scores

Percentage of Scholars			English Language Arts		
Bettie E Woolfolk Middle	PL1	PL2	PL3	PL4	PL5
	24.9%	32.7%	32.3%	9.2%	0.9%
6	28.0%	38.5%	27.5%	4.9%	1.1%
7	16.4%	30.8%	40.4%	12.3%	0.0%
8	29.9%	27.0%	29.9%	11.7%	1.5%

According to the state accountability model for elementary and middle schools, student achievement results derive from seven boxes. The sections are proficiency in ELA and Mathematics, growth of all scholars in ELA and Mathematics, the bottom 25 in ELA and Mathematics, and Science. In ELA, 10.2 % of the scholars were proficient, and only 7.8% were proficient in Mathematics. The four growth boxes in both subjects yielded 42% growth in ELA and 52.1% growth in Mathematics, 55% growth in the Bottom 25 in ELA, and 73.5% in Mathematics. Lastly, 28.1% of the scholars scored at the proficient level in Science. Our test data results showed that the highest percentage of student growth was in Mathematics (Bottom 25%).

	<p>The Performance Level report for the MAP Assessment is reflected in the chart above. Those levels range from 1 to 5. Levels 1 through 3 deal with growth, and levels 4 and 5 deal with proficiency.</p> <p>Years of low student performance data and challenges with attendance and discipline have demonstrated a critical divide between the district and state's capacity and effectiveness in the school. The school's needs analysis was greatly informed by community meetings, the school leadership team, the district leadership team, input of teachers and scholars. These stakeholders actively engaged in a SWOT analysis and agreed that a major shift needed to be made to increase scholar achievement, while preparing each scholar to be prepared for high school.</p> <p>Many factors interact to influence student achievement, and it is difficult to isolate the contributions of teachers from those of other factors (Assessing Accomplished Teaching: Advanced-Level Certification Programs, 2008). The most common indicator of achievement generally refers to a student's performance in academic areas such as reading, language arts, math, science and history as measured by achievement tests. These include statewide exams, common assessment scores, and National Assessment of Educational Progress (NAEP) scores. Researchers have also studied academic proficiency, achievement gaps, graduation and dropout rates, student and school improvement over time, and scholars' success after high school to determine the factors to attribute to student academic achievement.</p> <p>A majority of stakeholders that responded to the needs assessment survey generally reported that their school's use of student data to monitor student progress, differentiated instruction and determined interventions was lacking. The survey results and interviews also found that most educators at Woolfolk Middle School do not have a comprehensive approach to developing and implementing interventions for scholars who struggle with Tier 1 instruction. Additionally, a large number of respondents report very little evidence that positive behavioral support systems and academic interventions were properly implemented and consistently used.</p> <p>The literature has continued to document that engagement and</p>	
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	<p>motivation are critical elements in student success and learning. Most researchers agreed that engaged scholars learn more, retain more, and enjoy learning activities more than scholars who are not engaged.</p>	
Curriculum and Instruction	<p>Education research and theory point to three elements that must be present for high levels of student learning to occur: rigorous content, advanced educator knowledge and skills, and high levels of student engagement. To understand how these elements play out in Woolfolk Middle School, the curriculum and instruction review involved many factors contributing to what is taught and how content is delivered throughout the school.</p> <p>Data analysis and comprehensive needs assessments found that the instructional practices of high student achievement were lacking. Observational data revealed that the dominant instructional practice was a lecture modality. This review also found that teaching practices was void of academic rigor, did not possess authentic literacy across the curriculum, and gaps existed in the comprehensive curriculum. The results also suggested that instruction failed to elevate the essentials to radically improve student achievement. It was clear that teachers at Woolfolk Middle School understood the curriculum standards, but could not execute the knowledge to practice through pedagogy. The findings also supported that teachers offer limited opportunities for scholars to engage in authentic, problem-based learning.</p>	<p>MDE Accountable Results</p> <p>Impact Data from 2016</p> <p>Previous Priority School Reports</p> <p>1st & 2nd Benchmark Data</p> <p>Federal Needs Assessment</p> <p>School Improvement Needs Assessment</p> <p>Student Discipline Data</p> <p>Classroom Observations</p> <p>Curriculum Mapping</p> <p>Assessments</p>
School Context and Organization, Including School	<p>There is increasing consensus among research and policy circles that teachers affect scholars' academic achievement more than any other school-related factor. Researchers have devoted considerable attention to investigating how to best measure teacher effectiveness, while state and local policymakers</p>	<p>MDE Accountable Results</p> <p>Impact Data</p>

Leadership	<p>continue to overhaul teacher evaluation systems that will ultimately reform human resource practices.</p> <p>Woolfolk is a complex organism. It is not just a building with people inside. To change schools it is necessary to consider the effects of change on all parts of the parts of the organism. All the scholars at Woolfolk Middle School qualify for free, and have been deemed economically disadvantaged.</p> <p>Since 2013, faculty and staff at Woolfolk Middle School have had three different Superintendent's, four different Principals, and four different Assistant Principals. This dynamic led many in the past to believe they could just wait the leadership out and not change their day-to-day practices.</p> <p>The mission and vision of the district has permeated throughout the entire system, where there will be a focus on excellence. The school's motto is: <i>All Hands on Deck</i>. The school is focused on a standard of excellence by providing a positive environment aimed at encouraging and challenging scholars. The WMS community has continued to concentrate on the needs and interests of scholars at all levels of academics and in various academic activities.</p> <p>One of the biggest issues in the past was scholars transitioning from an elementary campus to a middle school campus. Scholars have been found to have difficulty transitioning from class to class and throughout the building. The physical layout of our school building provides too many opportunities for scholars to be off task as they move from class to class. As a result, normal behaviors associated with the transition from one school setting to another have been eliminated. The school leadership team elected to maintain transition routines by the previous administration because it worked.</p> <p>Rather than providing true instructional leadership and school improvement, administrators at WMS have documented that 50% of the day has been relegated to managing discipline issues. During the Fall of 2016, district curriculum staff, the principal and key teachers met to analyze the comprehensive curriculum for all course taught at Woolfolk. The focus of the review was to identify curriculum gaps. The team organized a curriculum that was aligned within and across grades, while ensuring that it was in line with all relevant standards. The committee found that the</p>	<p>from 2016</p> <p>Previous Priority School Repots</p> <p>1st & 2nd Benchmark Data</p> <p>Federal Needs Assessment</p> <p>School Improvement Needs Assessment</p> <p>Student Discipline Data</p> <p>Classroom Observations</p> <p>Curriculum Mapping</p> <p>Assessments</p> <p>School Procedures</p> <p>School Structures</p> <p>Master Schedule</p> <p>Human Resource Data & Trends</p>
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	<p>primary focus had been in tested area subjects and was absent of those that were not tested.</p> <p>The needs assessment found that neither teachers, nor administrators believed that all teachers of the same subject were covering the same topics. It yielded that all curriculum maps were not always correlated with curriculum framework nor common assessments. Additionally, the analysis found that curriculum maps were not used consistently to drive instruction.</p> <p>Classroom instructional methods are traditional, lecture-based and textbook-driven, for the most part. Qualitative analysis from the principal suggested that there is still work to be done in the areas of quality instruction. Woolfolk Middle School does not offer music nor fine art classes. Band is offered. The parents and teachers of our community have expressed many times their desires for these courses, along with foreign language to be added to our school program.</p> <p>Currently, Woolfolk Middle School addresses the behavior issues with their scholars by offering in-school detention, periods of time to redirect behavior, ensure that scholars are administered prescribed medications, and scholars are offered learning strategies classes through the exceptional education program.</p> <p>According to Fitzgerald (2014) almost 30 years of research and experience has demonstrated that the education of children with disabilities, especially emotional and behavioral disabilities, can be made more effective by "providing incentives for whole-school approaches...positive behavior interventions and supports, and early intervening services." (www.pbis.org) Developing emotional and behavioral problems have been a result of poverty, changes in family structure, drugs, alcohol, and violence.</p> <p>The most effective method of reducing disruptive behavior is prevention. Nationally, about 1-7% of scholars have significant emotional and behavioral problems. Research has indicated that a wrap-around approach to service planning and delivery for scholars with emotional and behavioral difficulties is effective. The wrap-around process allows for the development of effective academic and behavior plans for scholars and their families through coordination of supports and services.</p>	
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	<p>In 2013, while representing 17% of the student population, African American scholars represented 36% of the out-of-school suspension population, and 32% of the expelled population (U.S. Department of Education, 2014). African American student are 2.8 times more likely to be suspended out-of-school, and 2.5 times more likely to be expelled compared to White scholars (U.S. Department of Education, 2014). These disproportionate rates are higher than in the 1970s, when African Americans were about 2 times as likely to be suspended/expelled (Wald & Losen, 2013). Previous studies (Skiba, Michael, Nardo, & Peterson, 2002; Wu, Pink, Crain, & Moles, 1982) indicated that racial disparities in out-of-school suspension cannot be accounted for by socioeconomic disadvantage or differential rates of misbehavior.</p> <p>The campus is composed of two separate buildings. The main building, gym, and cafeteria are connected by a covered breezeway, the 6th graders are housed in a two-story building that is separate from the main building. Prior to the 2016-2017 school year, wireless functionality was limited in all buildings. Teachers and staff were found to attend regular faculty meetings, were involved in professional learning communities (PLCs) and worked on multiple committees to provide input and guidance in decision making through these processes. Currently, there is only one 8th grade team, one 7th grade and two 6th grade teams. The school leadership team, PTSA, and other community stakeholders have proposed the two team concept be replicated in grades 7 and 8.</p> <p>Nationally, about 30% of new teachers leave the profession within five years, and the turnover rate is about 50% in high-poverty schools as compared to more affluent ones (Darling-Hammond & Sykes, 2003). While this is a national scenario, it has captured the story of Woolfolk Middle School. At the start of this school year 19% of the teaching staff did not hold the required certification from MDE. This practice is not isolated to WMS, as the state has seen a continuous teacher shortage. Attrition has also been found to have an impact to the school's percentage of highly qualified teachers. Teacher attendance was 94% at Woolfolk Middle School. Our teachers have committed to assisting scholars. Half of our teachers live in Yazoo City, and are often not connected to the scholars or their families outside of school.</p> <p>A major focus has been placed on working to ensure that</p>	
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	<p>scholars are able to move from school to productive citizens, who actively contribute to an ever changing society. The technology has improved over the last two years, but the media center is in need of updated materials. The school is severely lacking resources and technology equipment that scholars need to be engaged in discovery research, problem solving, and independent learning necessary to become effective 21st century learners.</p>	
Professional Development	<p>Over the last 40 years, policymakers have called for school reform that improves the practices of teachers and other professionals and increases student achievement (Elmore, 1995; Fullan & Stiegelbauer, 1991; Goodman, 1995; Individuals with Disabilities Act [IDEA], Public Law 108-446, 2004; National Commission on Excellence in Education, 1983; No Child Left Behind [NCLB], 2002). Initial attempts at school reform did not achieve the desired results as teacher classroom practices seldomly changed and student achievement remained stagnant or declined (Cuban, 1996; Elmore, 1995; Goodman, 1995; National Commission on Excellence in Education, 1983). This has been especially true in special education as outcomes for scholars have been less than desirable (Fuchs & Fuchs, 1994; McLeskey, Skiba, & Wilcox, 1990; Reynolds, Wang, & Walberg, 1987; Will, 1986), and research-based practices have been infrequently used by teachers to improve student outcomes (Cook & Schirmer, 2003; Gersten, Vaughn, Deshler, & Schiller, 1997).</p> <p>The limited success of school improvement efforts led researchers to examine how change could be accomplished in schools to improve teaching practices and increase student achievement. Although this research has provided much useful information regarding how schools are successfully changed (for an extensive review of this literature, see Fullan, 2007), a key finding relates to the critical role of collaboration in the school change process. More specifically, the professional literature included descriptions and analyses of school improvement experiences that address collaboration in relation to a range of education initiatives, including developing inclusive education for scholars with disabilities (Cole & McLeskey, 1997; Fisher & Frey, 2003; Fisher, Grove, & Sax, 2000; McLeskey & Waldron, 2000; Waldron & McLeskey, 1998; Wallace, Anderson, & Bartholomay, 2002; Weller & McLeskey, 2000), improving student literacy using faculty teams (Irwin & Farr, 2004; Richardson, 1996), and increasing student achievement through collaborative teacher</p>	<p>Professional Development evaluation results</p> <p>Professional Development Needs Assessment</p> <p>Teacher Efficacy Survey</p> <p>Academic Research on professional development and its relationship to improved student achievement</p>

	<p>learning and professional development (Dufour, Dufour, Eaker, & Many, 2006; Englert & Tarrant, 1995). In each of these examples, successful school change was dependent on a high level of collaboration among professionals.</p> <p>These collaborative activities result in added value by generating multiple solutions to complex problems and by providing opportunities to learn from others as school professionals express and share expertise. When these endeavors are part of a school change initiative, research has revealed that such a collaborative culture or community leads to higher levels of trust and respect among colleagues, improved professional satisfaction, improved instructional practices, better outcomes for all scholars, and school change that is maintained over time (Dufour et al., 2006; Fisher & Frey, 2003; Fisher et al., 2000; Friend & Cook, 2007; Joyce & Showers, 1995, 2002; McLeskey & Waldron, 2002a; McLeskey, Waldron, So, Swanson, & Loveland, 2001; Waldron & McLeskey, 1998; Waldron, McLeskey, & Pacchiano, 1999).</p> <p>Professional learning is the result of the individual's commitment to improvement. Professional development systems support that commitment. Professional development systems set policy and practices for development, sustained implementation, and continuous improvement of the school's workforce. The system must consist of priority purposes, enabling capacities, professional learning deliverables, and results monitoring practices distributed throughout the workforce.</p> <p>Each school must have an intent to improve student achievement by enhancing proficiency at instructional and leadership strategies that promote rigor and relevance throughout a standards-based curriculum, and prepare scholars to be college and career ready. The professional development system must be based on growth needs and aligned with guiding expectations and requirements to provide the workforce a 21st century professional development system that leads to a learning organization, educator and leadership effectiveness, and college and career ready scholars.</p> <p>Linda Darling-Hammond (1999) argued that teacher quality consists of "teachers' verbal ability, subject matter knowledge, knowledge of teaching and learning, and the ability to use a wide range of teaching strategies adapted to student needs." Based</p>	
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	<p>on review of research on factors that contribute to student achievement, Darling-Hammond and Ball (1998) concluded that teacher quality accounts for about 40 percent of the variation in student achievement. Reflecting on these and similar findings in earlier research, Darling-Hammond and Rustique-Forrester (1997) asserted that “each dollar spent on improving teachers’ qualification nets greater gains in student learning than any other use of an education dollar.” Similarly, a report from the National Staff Development Council (NSDC) pointed to the importance of professional development for principals and other school leaders in implementing comprehensive reforms and increasing student achievement (NSDC, 2000). Although research does not yet provide extensive evidence of the links between professional development and improved student learning, there is a growing consensus that “professional development lies at the center of education reform and instructional improvement” (Elmore & Burney, 1997). Seymour Sarason (1990) succinctly described the link between professional development to create and sustain over time conditions for productive learning for scholars when they do not exist for teachers.”</p> <p>Focused efforts in a school are important if school-wide teaching and student learning are to improve. Professional development is an ongoing cycle for improvement, where data is used to encourage reflection, inquiry and dialogue in a collaborative learning community. It is the analysis of data about scholars, teachers, principals, and systems from both formal accountability systems and internal monitoring programs that drive decisions about the purpose and content of effective professional development (Killion, 2012).</p> <p>When professional development starts with an analysis of data about scholars and educators, it becomes more closely aligned to the school goals and meet the unique needs of educators and their scholars by differentiating learning for individuals and teams of educators. Data drives the planning and implementation of effective professional development and is also used to monitor and evaluate the quality and results of individual, team, and school-wide professional learning. All change processes benefit from being evidence-informed and having regular review of progress and impact.</p> <p>Recent studies emphasize the importance of collaborative inquiry to teacher professional development (Levine, 2010;</p>	
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	<p>Levine & Marcus, 2010; Musanti & Pence, 2010). One common form of teacher collaboration is participating as a member of a learning community (Skerrett, 2010) or a professional learning community (Jacobson, 2010). Professional development leads to better instruction and improved student learning when it connects to the curriculum materials that teachers use, the district and state academic standards that guide their work, and the assessment and accountability measures that evaluate their success. (AERA, 2005, p.2)</p> <p>The fundamental problem of increasing teacher capacity and effectiveness at Woolfolk Middle School must be addressed and solved to increase the performance of our teachers. To prepare an adequate number of our teachers who work in a poverty stricken, rural area to be effective, job embedded professional development is necessary. The school provides professional development to all teachers at the start of the school year. A mentorship program exists designed to pair veteran and established teachers with new staff members. Job embedded professional development is provided to paraprofessionals who are seeking to become highly qualified. These individuals are assigned duties such as, providing one-on-one tutoring for low performing scholars, assisting with classroom management, organizing instructional materials, support in the library, and co-teaching with licensed teachers.</p> <p>The Yazoo City Municipal School District has provided professional development throughout the school year, including new teacher training, classroom management, I Ready Online Resources, English Language Arts Strategies, Mathematics Strategies, Science Strategies, and Accountability and Assessments.</p> <p>A majority of the teacher professional development has taken place during teacher planning times or after school. Some professional development has taken place on campus during the school day.</p> <p>Some results of the assessment revealed that Woolfolk Middle School's teachers need professional development in all instructional areas. The Professional Development Assessment individualized their teachers disclosed their need for training in unpacking the standards, classroom management, student</p>	
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	engagement, differentiated instruction, flexible grouping, MTSS, vocabulary instruction, and higher order thinking skills. In addition, teachers noted need for support in effective planning, instructional delivery, and data driven instruction.	
Family and Community Involvement	<p>Twenty-five years of The National Center on Education and the Economy's (NCEE, 2016) research indicate that the more a parent is engaged in a student's education, the better the student's grade, behavior, and attendance. Furthermore, 9 Building Blocks for a World Class Educational System's (NCEE, 2016) first building block towards building the internationally benchmarking system is provide strong supports for children and their families before scholars arrive at school.</p> <p>The promotion of parental involvement to increase academic success raises issues of equity, since rates of parental involvement are significantly higher among middle- and upper-class parents than in low-income families (de Carvalho, 2001). Researchers agree that rates of parental involvement are lower in low-income communities than in higher income schools (Abrams & Gibbs, 2002; Epstein, 1995; Lareau, 2000; O' Conner, 2001). Therefore, low-income children, with less involved parents, often experience fewer of the academic benefits than children coming from higher income homes. To promote student growth and school success, a well thought out parent-community school partnership, linked to school improvement goals, is needed in our school.</p> <p>The Yazoo City Municipal School District's commitment to building partnerships is evident. In kind investments begin the development of district and school leaders in the National Institute for School Leaderships (NISL) Executive Development Program (EDP, 2016) and The Leadership for Parent, Family, and Community Engagement: An Institute for School Leaders (PFCE, 2015) provides the urgency growing and nurturing the partnerships with school, families, and community members.</p> <p>A Woolfolk Middle School (WMS) Partnership Team must be built, first. A PFCE Team (including a representative from all stakeholder groups – i.e. all races, grandparents, foster parents, ELL parents, parents from all socio-economic levels, parents of high as well as low achievers. All data around literacy levels, attendance, behavior, achievement indicate a need to examine the school's data and apply research indicating that when parents are involved in their children's education, student</p>	<p>Parent & Community Interviews</p> <p>Parent & Community Focus Groups</p> <p>Community Town Hall Meetings</p> <p>Observational Analysis of Attendance Records</p>

	<p>literacy and achievement can be improved and the achievement gaps may decrease.</p> <p>Families in the Yazoo City community and at the middle school are looking for some stability, campus safety, and an excellence learning experiences for their scholars. Recent years have shown a flight of scholars from the district at 6th grade. Parents are choosing to transfer their child/children to neighboring public or private schools. Mr. Hampton, the former 2nd to 5th grade principal was reassigned to Woolfolk (6th to 8th grade school) this has helped with retention rate of 5th grade scholars.</p> <p>The needs the assessment showed that most families want to know more about how to help their children at home so that they will do better at school. Involving parents with homework is difficult because parents must not feel that they are expected to “teach” their scholars. Parents generally believe that some homework is good- that’s how I know what they’re doing in school.</p> <p>When promoting a shared responsibility, teachers might develop homework that requires scholars to take responsibility for their own learning or discussing important things they learned in school or sharing their work and ideas at home. This could be developed as an activity in which parents gain knowledge of how to encourage and help their student at home, discuss schoolwork. There is evidence showing this to be an excellent means of reinforcing learning for scholars as well as informing parents and families of what scholars are learning at school. WMS is the first step to affording our scholars independent learning opportunities on the secondary level.</p> <p>Woolfolk Middle School has ensured parents through the use of Google Classroom in ELA and math classes. Parents have the opportunity to review, edit, and help their child/children with various assignments. Woolfolk has also engaged stakeholders through various social media portals (Remind 101, Edmodo, Schoolrack, School Status, and the AIMS calling systems). Parent and community engagement has not only been limited to technological communication, but we have face-to-faced engagement through volunteerism with district and state testing and scholar monthly celebrations.</p>	

2. Intervention Model Selection

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

Education providers around the world are implored to modernize, reform, and rethink the nature of primary and secondary schooling so the education experience is more relevant for learners and better aligned to community needs. Sparking the natural curiosity of young people and enabling them to be successful in college, career, and community often involves changing an entire education system, rather piecemeal initiatives. Transforming education is challenging, and there is often a discrepancy between policy-making and true change in the student learning experience. School is increasingly unable to capture the attention of scholars and the trust of the public. Scholars in much of the world are digitally connected and are as much creators as consumers of media. Young people have an expectation that experiences, services and products can be configured to their individual needs and preferences. (Boyd, 2014).

The challenge for education in the 21st Century is to create an approach that is agile, adaptable and in tune with the lives of young people outside of the classroom and their future employability. A holistic solution in education is complex, and using technology as the only solution will not solve these challenges. Even when introduced in schools with the necessary physical infrastructure, simply giving each child a computer will typically not impact learning or conditions that support learning without broader changes in the nature of the school's teaching, learning and assessment practices (Dynarski et al., 2007; Ritzhaupt, Dawson & Cavanaugh, 2012). Effective change requires a more holistic approach to completely transform the learning experience of the learners. Such change is in the hands of education leaders, policy makers, educators and communities. However, these change agents may not have the experience and broad knowledge of workforce needs, social trends, learning science, and educational technology to make effective progress at scale.

To address the need among education change agents, we proposed the holistic education Transformation Framework for leaders in education. The following sections outline the research basis for the critical conversations in the Framework and a summary of the framework's application by education leaders at national, regional and school levels. Gunter (2001, p.69) says that transformational leadership is about building a unified common interest between leaders and followers. She and Allix (2000) both attribute this concept to Burns (1978). Leithwood et al (1999) provide a detailed definition of this model of leadership: This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity. (p.9)

Areas of change
Principals as routine-managers of static school organizations
Principals as leader-managers of dynamic school organizations
Resource allocation
Resource receiver

Resource mobiliser Organizational framework Bureaucratic Professional Governing system
 Centralized Pluralistic Market structure Monopolistic Competitive Table 2: Changes in the nature of principals' leadership roles in Israel (Goldring 1992, p.53) Goldring (1992) shows that these wide-ranging changes have been the catalyst for a move to a transformational approach: Until recently, the principal of a typical Israeli neighborhood school worked in a relatively static organization. Today, principals in experimental project schools aimed at system-wide diversity are moving towards a dynamic definition of their role. In broad terms, it seems that principals are being required to move from being routine-managers to leader managers, or from transactional to transformational leaders. (p.52)

Murphy and Hallinger (1992) also attribute the shift to transformational leadership to "changes in the policy context of schools" (p.86) but also show that this is a normative change. "They are being asked to undergo a metamorphosis, to change from transactional to transformational leaders." (p.81) (Present authors' emphasis) Leithwood's (1994) research suggests that there is some empirical support for the essentially normative transformational leadership model. He reports on seven quantitative studies and concludes that: Transformational leadership practices, considered as a composite construct, had significant direct and indirect effects on progress with school-restructuring initiatives and teacher-perceived student outcomes.

The transformational model is comprehensive in that it provides a normative approach to school leadership which focuses primarily on the process by which leaders seek to influence school outcomes rather than on the nature or direction of those outcomes. It may also be criticised as being a vehicle for control over teachers and more likely to be accepted by the leader than the led (Chirichello 1999). Allix (2000) found her and alleges that transformational leadership has the potential to become 'despotic' because of its strong, heroic and charismatic features. He believes that the leader's power ought to raise 'moral qualms' and serious doubts about its appropriateness for democratic organizations: Leadership [is] a special form of power embodied in a structure of action, in which the acceptance of 'superior' values by followers is forged through social conflict in a context charged by emotional elevation, rather than reason... there lurks implicitly... the necessary – though not sufficient – conditions for the development of despotic forms of social organization and control... this conceptualization of education carries with it the National College for School Leadership 15 seeds of psychological manipulation, in which the indoctrination of falsehoods, and the cultivation of ignorance, is all too possible. (Allix, 2000) pp.17–18

The contemporary policy climate within which schools have to operate also raises questions about the validity of the transformational model, despite its popularity in the literature. The English system increasingly requires school leaders to adhere to government prescriptions which affect aims, curriculum content and pedagogy, as well as values. There is "a more centralized, more directed, and more controlled educational system [that] has dramatically reduced the possibility of realizing a genuinely transformational education and leadership" (Bottery, 2001) p.215. Webb and Vulliamy (1996) take a similar view, arguing that "the current climate... encourages head teachers to be powerful and, if necessary, manipulative leaders in

order to ensure that the policies and practices agreed upon are ones that they can wholeheartedly support and defend". Coleman (1996, 2002), following large-scale research with female and male heads of secondary schools in England, concluded that women are more likely than men to display the behaviors associated with transformational leadership.

This is an important issue that is beyond the scope of this report but merits separate attention and further research. Learning communities include student personal learning networks and educator communities of practice (Sessums, 2009). These communities afford teaching and learning by proactively removing barriers, such as those sometimes associated with technology that is not plan fully chosen and managed (Drexler, 2010).

(Cavanaugh, Repetto & Wayer, 2013). All elements of the community must enable continuity of learning Organizations, including schools, recognize the need to innovate as part of continuous improvement and to stay ahead of the rapid changes impacting schools. Innovative schools are open to change and are led by principals who have specific change facilitator styles, including concern for people shown in social and meaningful ways, organizational efficiency shown through trust in others, and strategic sense shown through vision and planning (Liu, Cavanaugh & Ritzhaupt, 2013). Innovative teaching tends to be strongest in schools that adopt specific approaches (Shear, Gallagher & Patel, 2011), including teacher collaboration focused on peer support and sharing teaching practices, professional development centered on active and direct engagement of teachers in practicing and examining new teaching methods, and a school culture with a common vision of innovation and support for new types of teaching.

Primary and secondary teachers choose their profession because they want to change lives, knowing that the work is demanding. The expectation of teacher professional development programs is that they contribute to student learning while reducing the demands on teachers. Such a balance requires professional development approaches that are job embedded, continual, sustainable, and focused on student learning. In countries with high daily teaching hours, this balance is especially important. For example, out of 32 OECD countries, teachers in nine countries spend at least 80% of each school day teaching (OECD, 2012). Time spent in professional development, especially collaborative professional development, is one of the most effective differentiators of high performing schools (Jensen, Hunter, Sonnemann & Cooper, 2014). Internationally and in the US, student academic achievement is linked directly to the time they spend in professional learning, especially collaborative learning. Countries with high PISA results tend to be countries with more time in the teaching day for professional learning (OECD, 2011; Darling-Hammond, Wei & Andree, 2010). A school change roadmap begins with the education vision of the knowledge skills and dispositions needed by scholars as school leavers, lifelong learners, professionals, and participants in the community. The vision illuminates the holistic ecosystem of curriculum and content, pedagogical and leadership approaches, and technology-empowered learning environments that bring the vision to life, and points to quality criteria for the 1:1 program.

Holistic framework has been found to be effective in large-scale mobile learning programs

(Cavanaugh, Hargis, Soto & Kamali, 2013).

Leaders from national to classroom levels want more for their scholars, schools, and communities. They struggle daily with closing the opportunity gap for scholars, building a creative community for a creative economy, achieving high-quality education that is sustainable, and designing schools that will work for the future during a time of swift change. Developing stronger education leadership strategies means continuing to search for answers, and the leaders who began the process made strides toward starting the next level of conversation about how to drive holistic change in education.

Many leaders generated more questions than solutions. For example, should change start with curriculum and assessment, or policy? Should it start with “why,” and leave “how” open? How can technology-enabled teaching and learning be incentivized, and how can fear be reduced? And even more broadly, what purposes of transformation are most important and compelling? Should the purposes be pragmatic, such as workforce development, or broader, such as preparing society for a global future? Education decision makers must begin and continue the critical conversations that will lead to lasting change and better communities. The Transformation Framework was useful in giving them a starting point.

The Transformation model supports the Woolfolk Middle School in creating school learning communities that support 21st century teaching and learning through engagement of scholars, teachers, families, and mentors to form an environment characterized by the essential features of effective schools: caring communities, where scholars have control, quality curriculum, connection to the future and the world beyond the classroom, and a supportive climate. Through these learning communities, the school will be posed to emphasize interactions among scholars and teachers through the application of learning to life, and reflection on learning.

3. Baseline Data and Performance Goals

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

C. Alignment with Intervention Requirements

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

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

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

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
ALL MODELS (TURNAROUND, TRANSFORMATION, and EARLY LEARNING)		
<ul style="list-style-type: none"> Replacement of the Principal 	<p>In July 2016, Woolfolk Middle School changed administrators. Mr. Hampton has an array of educational experiences from the middle and high school levels. When he was hired to be principal at McCoy Elementary in January of 2016, he came in with the willpower and tenacity to have better achievement results in a short amount of time. Transformational principals differ from other successful principals in that they possess and continuously develop their skills in the Four D's of Leadership. The combination of discernment, details, decisions and diligence are four keys to the success of the Transformational Principal.</p>	126
<ul style="list-style-type: none"> Recruitment, Placement, and Retention Strategies 	<p>Strategies will be developed to recruit, place and retain staff with the skills necessary to meet the needs of the scholars in a transformation model which includes financial incentives and increased opportunities for promotion and career growth. Specific examples of teacher recruitment and retention will be an expansion of attendance to teacher education career fairs; outreach to Teach for America, and implementation of High-Qualified Academies.</p> <p>School leaders, teachers, and other staff who have increased student achievement and graduation rates as a part of this model will be identified and reward with financial incentives and career ladder opportunities. Consequently, those individual who, after ample opportunities</p>	84

	to improve their professional practice and have not done so, will be removed.	
<ul style="list-style-type: none"> Job-Embedded Professional Development 	<p>Staff will be provided high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program. This professional development will also be designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reforms strategies. Professional development will be provided on-site by curriculum specialist. It will additionally be provided on new instructional software curriculum and assessment components.</p>	69 74 84 110 139 140 142
<ul style="list-style-type: none"> Research-Based, Vertically Aligned Curriculum Aligned to State Standards 	<p>All scholars will participate in a curriculum that is sequenced, research-based, vertically and horizontally aligned, and equipped with the required depth of understanding and rigor.</p> <p>As we follow the MDE Standards and Frameworks, the school staff will ensure that supplemental materials are aligned to enacted curriculum.</p> <p>To accomplish this, our staff will conduct investigations to align school/teacher enacted curriculum, state standards, and local curricula, including articulation across grade levels and content areas. This work will take place through grade level Professional Learning Communities (PLC) guided by Transformational Leaders in the building. Teachers meeting in cross-grade subject area meetings will allow for vertical and horizontal alignment of curriculum. By meeting across grade levels in subject area meetings, teachers are able to revisit previously mastered skills that reoccur.</p>	89 120

	Resources (e.g., time, expertise, planning support, professional development) will be provided at the school-level to enable teachers to incorporate changes required to align instruction with standards. We will also build capacity among our staff to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data.	
<ul style="list-style-type: none"> • Data-Driven Decision-Making 	Data will be used to identify and implement an instructional program that is evidence based and vertically aligned from one grade to the next as well as aligned with college and career and Mississippi Curriculum framework standards. Data from formative, adaptive student assessments will guide instructional decisions. Reader ability levels and curriculum skills assessments will be aligned to state standards and provide additional data for decision-making. Qualitative data will also be included in decision making, such as feedback from parents and strategic other strategic stakeholders.	117
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Formative, interim, and summative assessment data 	The continuous use of student data will inform and differentiate instruction to meet the academic needs of individual scholars.	89 103 110 118
TURNAROUND/TRANSFORMATION ONLY		
<ul style="list-style-type: none"> • Increased Learning Time 	As a part of the school improvement plan, Woolfolk Middle School is taking advantage of increased learning time to plan and implement new instructional strategies to better provide remediation, intervention, enrichment, support services, and family engagement activities that are closely aligned to our scholars' instructional needs. We consider more learning time to be a fundamental ingredient of the success of our transformation model, particularly with	117 142

	<p>our population of low-income, high-risks scholars. We will develop a plan to restructure our school week to include additional targeted instruction after and before school for scholars in need of additional academic support throughout the year.</p>	
<ul style="list-style-type: none"> School Autonomy 	<p>Our superintendent has assured that Woolfolk Middle School has the autonomy to oversee the recruitment and hiring of key transformational staff, recommendations for termination and hiring of appropriate staff, following appropriate protocols, and to implement a comprehensive approach to substantially improving student achievement outcomes.</p> <p>The principal is guaranteed the autonomy to involve teachers in determining the schools instructional strategies and curriculum. This involvement plays a key role in improving teacher engagement and increasing teacher retention.</p> <p>Site-based leadership will allow the school administrators to make determinations over hiring, supporting, and evaluating personnel, interviewing and selecting support providers, maintaining operational flexibility over class schedules, and event planning, as well as other issues related to school reform.</p> <p>The district leadership team, and the School Improvement Turnaround Officer will support the school principal in decisions which impact student learning.</p> <p>In order to implement the Transformation Model, the district will also give the</p>	138

	<p>principal of Woolfolk Middle School autonomy to select and recommend for hiring outside consultants, instructional coaches, and highly effective teachers. The principal will continue to have authority to be able to recommend termination and hiring of appropriate staff, following appropriate protocols</p>	
TRANSFORMATION/EARLY LEARNING ONLY		
<ul style="list-style-type: none"> Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals, Developed with Teacher and Principal Involvement 	<p>A new process for rigorous, transparent, and equitable evaluation systems has been developed for teachers and principals with the following components:</p> <p>Student growth is significant factor as well as, multiple observation-based assessments, on-going collection of professional practice, reflective of student achievement and increased proficiency rate.</p> <p>Teacher and staff input will be garnered to develop components of this new system-core values and 3 to 5 non-negotiable instructional practices. Additional components includes classroom walkthrough observations, strategic instructional coaches conversations between coaches and administrators and the framework for teaching teacher evaluation rubric. Student growth and teacher effectiveness scores will be plotted on a teacher evaluation assessment matrix to determine an overall performance level.</p>	<p>81 87 92 133</p>
<ul style="list-style-type: none"> Use of student growth as a significant factor 	<p>Student growth is a significant factor, as well as multiple observation-based assessments, on-going collections of professional practice reflective of student</p>	<p>70</p>

	achievement, and increased high school graduation rates. Student growth will be plotted for each classroom teacher using pre-assessments as baseline data and periodic common assessments as post-test data. Additionally, state-wide testing will be a factor in measuring student growth percentages.	
<ul style="list-style-type: none"> Identify and Reward School Leaders, Teachers, and Other Staff 	<p>School leaders, teachers, and other staff who have increased student achievement rates as a part of this model will be identified and rewarded with financial incentives and career ladder opportunities.</p> <p>We will develop a performance-based incentive system through significant teacher input at each stage of development and implementation. We will set clear performance goals for school leaders, teachers, scholars, and other staff.</p> <p>As we implement a system to identify and reward for effectiveness, we will use multiple measures of teacher performance and provide monetary incentives that are large enough to affect teacher behavior.</p> <p>Lastly, we want to develop and implement a communication plan for program clarity and building stakeholder support to ensure this reward program is sustainable.</p>	129 130
<ul style="list-style-type: none"> Termination process 	Consequently, those individuals who have been assigned professional growth plans, and fail to show necessary improvement to produce results aligned with the goals set forth in this school improvement plan, will be removed and replaced with highly qualified staff members.	132 138
TRANSFORMATION ONLY		
<ul style="list-style-type: none"> Family and Community 	Woolfolk Middle School implemented	145

Engagement Strategies	<p>"POW" Parent Engagement Week. This allowed parent or guardians to spend an entire day at the school with their scholar. We also increased our PTSA membership by 15% from the previous year. We have an active parent center, which allows parents to attend work sessions about parenting strategies, and they are able to utilize computers to assist their scholars with homework. Last, we have monthly Site Council meetings held on the second Wednesday of each month.</p>	146
<ul style="list-style-type: none"> On-Going Technical Assistance and Support 	<p>The District Improvement Team will provide professional development and technical assistance to teachers and principals to support their knowledge about and use of data to guide instructional decisions and improving student achievement. The District will also provide technical assistance to school-level staff to assist with data analysis and interpretation. While assistance was available to all schools, efforts will be more concentrated on Woolfolk Middle School, where data use will be made an even greater priority. Assistance will be provided to help the transformation principal choose and implement appropriate instructional strategies to meet the needs identified through analysis of student achievement data. Alternatively, technical assistance will focus on Woolfolk Middle School in relations to supporting efforts to secure external partners with articulating appropriate questions and performing the needed analysis.</p>	107 136 139

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.

During the 2015 – 2016 school year, Woolfolk Middle School Leadership Team developed and implemented the following actions in response to the initial Baseline Assessment Data.

- To address our deficits under indicator 1.1 (the principal's establishment of a sense of urgency and accountability), the School Leadership Team (SLT) proposed the creation of an action plan involving all stakeholders, the continuous communication of the school's mission and vision to all stakeholders, continuous data meetings with each grade level team through each academic quarter, continuous observation of all educational environments, and the provision of documentation to support advanced leadership training and professional development.
- To address indicator 1.4 (establishment of active leadership teams), the WMS SLT provided minutes and agendas in MS SOARS, which included the names of all present members of the SLT. Additionally, the SLT continually discussed progress towards meeting and maintaining the efforts of the school's established goals.
- To address indicator 2.1 (structured support system for recruitment, placement, induction, and retention of teachers and leaders), the WMS SLT agreed to develop a mentoring program for new teachers aligned with the Local Educational Agency's (LEA) program and to continuous to implement job-embedded professional development or training when necessary.
- To address indicator 2.2. (professional development and evaluation systems for improvement), educators were allowed to collaborate and debrief about their collaboration. WMS teachers were allowed to share best practices, the faculty and staff were familiarized with and utilized the MS Educator's & Administrators Professional Growth System.
- To address indicator 3.1 (teachers maximize time available for instruction), each teacher received timers to ensure the effective utilization of time, teacher lesson plans were supposed to indicate transition times, and unnecessary announcements and interruptions have been minimized and/or eliminated. A new lesson cycle was developed where all teachers school-wide will follow the same plan of utilizing a bell-ringer, activating strategy, instructional strategy, and activity. Each segment of the lesson cycle is timed and teachers should utilize a timer to pace the lesson.
- To address indicator 4.1 (monitor and evaluate the effectiveness of curriculum, instruction and assessment), the administrators, counselors, teachers, and technology department collaboratively devised schedules for testing. All involved personnel received professional development and/or training on the proper way to conduct and transport testing materials. Teachers also received professional development on ways to help scholars to be more successful on testing.
- To address indicator 5.1 (collecting, monitoring, and responding to benchmark data), the

administrators continually met with each department to discuss data. Each department was responsible for hosting PLCs (Professional Learning Communities) meetings, which were led by the department chairs. The information from the PLCs was recorded and discussed with administrators and other staff members. The test data was utilized for the MTSS/RTI process.

- To address indicator 5.2 (align curriculum, instruction, and assessment with state standards), all teachers were required to submit lesson plans electronically that contained an indication of transition times and the use of timers using online lesson in order for the administration to review them. All lesson plans were submitted prior to testing to ensure that the level of rigor matched the expectations of the standards.
- To address indicator 6.1 (implementing strategies and practices to improve school culture and climate), the administration partially implemented PBIS and a character education program, which was taught during an advisory period. Additionally, a crisis management plan was created and continuously rehearsed, and there was collaboration with outside agencies, such as Warren-Yazoo Mental Health and G. A. Carmichael, to provide additional support for our scholars.
- To address indicator 7.1 (engaging families and community), the principal regularly attended and made priority to reports to the school board, community members, and other stakeholders; The Site Planning council met monthly to discuss progress toward goals.

2. Teams Supporting School Improvement

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

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
<i>List the teams that were created to support school improvement.</i>	<i>Describe what the team does to assist the improvement process.</i>	<i>List the names and titles of all members of the team.</i>	<i>Provide a meeting schedule for each team, e.g. every Monday from 9-10 AM. List the dates of the last three meetings.</i>	<i>Describe the most recent outcomes or actions taken arising from team meetings.</i>
District Leadership Team	The District Leadership Team	Dr. Darron Edward,	The DLT will meet twice a	The DLT is planning and

	(DLT) collaborates with all schools in the district in order to meet the needs of each school for the purpose of school improvement	<p>Superintendent Dr. Fred Hill, Federal Programs Director Dr. Georgia Ingram, Curriculum Director Brittany Morrow- Green, District Curriculum Liaison</p> <p>Vacant, School. Improvement Turnaround Officer</p>	<p>month. Meeting time will include: the second Friday and last day of the month. The last three meetings of the DLT took place: April 28, 2017, March 27, 2017 and March 3, 2017.</p>	<p>reviewing information to complete the School Improvement Grant (SIG).</p> <p>March 27, 2018</p> <ul style="list-style-type: none"> • Upcoming monitoring for school improvement effort • Needs Assessment • Review of existing 2016-2017 budget • Upcoming needs of 2017-2018 budget <p>March 3, 2017</p> <ul style="list-style-type: none"> • Webinars • Review of current requirements to monitor priority and focus schools <p>April 28, 2017</p> <ul style="list-style-type: none"> • School Improvement Grant application status • End of Year • Updating SOARS • Title I and Title II budget plan
School	The School	Mr. Torrey	1 st and 3 rd	Implementing

Leadership Team	Leadership Team meets at least weekly and discusses issues related to student achievement data, teacher performance evaluations, curriculum and instruction resource needs, school facility needs, and parental involvement ideas.	<p>Hampton, Principal</p> <p>Mrs. Deloris Scott Assistant Principal,</p> <p>Mrs. Edwina Fox, Counselor</p> <p>Ms. Ruby Dixon, Math Teacher – 6th</p> <p>Ms. Ciesha Genous- Science Teacher</p> <p>Whitney Thomas SPED Teacher</p> <p>John Henderson- SPED Teacher</p> <p>Ms. Hattie Taylor -ICT Teacher</p> <p>Marika Foreman Math Teacher – 6th</p> <p>Deanne Austin Social Studies Teacher</p>	<p>Mondays</p> <p>Last meeting date was April 17th</p>	<p>higher-order questioning techniques and strategies as a results of daily observations</p> <p>Discussed the turnaround principles.</p>
Professional Learning Community	Our departments work as PLCs where teachers meet on a regular basis to discuss lesson plans, curriculum needs, student achievement gains or needs and assessment practices.	Each member of the SLT leads the weekly PLC. Teachers in the school are included in the weekly PLCs which are led by the SLT members.	<p>Weekly,</p> <p>ELA – Tuesday and Thursday</p> <p>Math – Monday and Wednesday</p> <p>Non-tested Areas</p> <p>Electives- Tuesday</p> <p>Science - Friday</p>	<p>Informal Observations,</p> <p>Formative Assessments for Non-tested areas,</p> <p>MTSS for first auto-populated 20 day scholars,</p> <p>Debriefing from Learning walks</p>

Establishment of SMART Goals	The school established goals that are Specific, Measurable, Attainable, Realistic, and Timely.	All Staff	Ongoing	As a result of establishing and promoting SMART Goals throughout our school, formal goals have been established for/by the school, grade levels, subject area, teachers, and scholars. These goals have been shared and posted throughout the school as continuous reminders of the goals that are set to ensure goals are reached. SMART goals within our SLT, PLC, and Team Meetings.
Increased Parental Involvement	Through the school's parent liaison/coordinator, increased parental involvement has been presently designated as a priority school. Parents are invited to attend work sessions involving student success. They are invited to attend functions at each program as appropriate. Report	Betty Fox, Parent Liaison	Monthly	Our Parent Coordinator has been successful in establishing viable partnership with supportive parents, business leaders, and community members in order to promote our educational endeavors at Woolfolk Middle

	cards and other student information are provided to parents on a scheduled basis.			School. The Parent Coordinator sponsors monthly events to increase parent awareness of relevant school issues and concerns. Parent bulletins are published to maintain communication.
Case 21 Formative Benchmark Assessments	Data will be used to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. Data from formative, adaptive student assessments from Language Arts and Mathematics will guide instructional decisions. This data will be pulled from the universal screener (Measures of Academic Progress) which will be administered three times a year to assess growth between each	Administrators & Teachers	Every 9 weeks	Case 21 assessments are administered several times during each nine-week grading period. These assessments are given intermittently during 3 rd , 6 th , and 9 th week, respectively. Case 21 has been proven to be a vital tool for progress monitoring and assessment development. Teachers are able to quickly and efficiently align test structure with state and CCR standards and

	<p>testing period. Additionally, each nine weeks, a pre-test and post-test will be given with teacher-generated (through Case 21, Fluency Test Bank) common assessments every two weeks to gauge student growth during the nine weeks, providing ample opportunity for remediation through computer labs, after-school services, and other interventions as needed. Reader ability levels and curriculum skills assessments will be aligned to state standards and pacing calendars and will provide additional data for decision-making. Qualitative data will also be included in decision-making, such as feedback from parents and strategic instructional coaching conversations. The continuous use of student data will inform and differentiate instruction to meet</p>			<p>rigor. Data is more intensely reviewed and utilized to make instructional adjustments, interventions, and accommodations for learning and remediation purposes. Data is more readily accessible by teachers for tracking of progress for student achievement.</p>
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	the academic needs of individual scholars.			
PBIS Activities	Strategies have been implemented to improve the behavior of the scholars. Scholars are rewarded based upon behavior.	Administrators Teachers	Monthly	Monthly PBIS activities are planned and implemented by the PBIS Committee and other faculty members. These activities are used to reward and motivate positive student behavior. Those activities are only attended by those scholars who have exhibited positive behavior throughout the entire month and who have not received any disciplinary referrals. Refreshments and entertainment are usually a highlight of these events.
Frequent Classroom Observation	Monitoring instruction is a vital strategy for creating a rich and effective academic program. Classroom observations and feedback to teachers will be	Principal Assistant Principal School Improvement Transformation Officer	Weekly	Classroom observations, building walk-throughs, classroom drop-ins, and focus walks are completed more frequently.

				Teachers. Bus dismissal procedures are clearly outlined and have proven to be a smooth transition process.
Other:				
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. Pre-Implementation and/or Planning Year

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>	
Year 1 (Pre-Implementation) Appoint a district transformation team	Superintendent	<ul style="list-style-type: none"> team meetings minutes meeting agendas 		June 2017	June 2018
Year 1 (Pre-Implementation) Assess team and district capacity to support transformation.	District Transformation Team	<ul style="list-style-type: none"> data analysis survey results financial analysis 		May 2017	July 2018
Year 1 (Planning) Provide team members with information on what districts can do to promote rapide improvement.	Superintendent	<ul style="list-style-type: none"> team meeting minutes sign-in sheets data points for meeting milestones 		June 2017	ongoing
Year 1 (Pre-Implementation) Examine current state and	Superintendent	<ul style="list-style-type: none"> all board policies that have been updated, 		March 2017	June 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
district policies and structure related to central control and make modifications to fully support transformation		adopted, and approved			
Year 1 (Pre-Implementation) Reorient district culture toward shared responsibility and accountability	Superintendent	<ul style="list-style-type: none"> meetings with various stakeholder groups realignment of district goals 		July 2016	ongoing
Year 1 (Planning) Establish performance objectives for the school	School Improvement Transformation Officer (SITO), Principal, SLT	<ul style="list-style-type: none"> adopted and present performance objectives 		July 2017	July 2017
Year 1 (Pre-Implementation) Align resource allocation (money, time, human resources) with the school's instructional priorities	Superintendent, Business Manager, Federal Programs Director, Principal, SLT	<ul style="list-style-type: none"> Balanced and approved budget for 2017 – 2018 fiscal year 		June 2017	July 2017
Year 1 (Planning) Establish a School	Superintendent	<ul style="list-style-type: none"> An office is established and personnel is hired 		July 2017	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Improvement Office at district level		<ul style="list-style-type: none"> Transformational interview protocol is used 			
Year 1 (Planning) Determine what supports the existing principal needs as the transformation leaders	SITO, Principal, and DLT	<ul style="list-style-type: none"> Prioritized needs analysis (surveys, dialogues, meetings, etc.) 		July 2017	August 2017
Year 1 (Pre-Implementation) Recruit teachers and staff to support the transformation	School Administrative Team	<ul style="list-style-type: none"> Positions are filled 		March 2017	ongoing
Year 1 (Pre-Implementation) Assign transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementation of the transformation	Superintendent DLT SLT	<ul style="list-style-type: none"> Minutes and agendas from conducted meetings 		October 2016	August 2017
Year 1 (Pre-Implementation) Announce changes and anticipated actions publicly;	Superintendent DLT SLT	<ul style="list-style-type: none"> minutes and agendas from conducted meetings 		October 2016	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
communicate urgency of rapid improvement, and signal the need for rapid change					
Year 1 Establish a positive organizational culture	Superintendent DLT SLT	<ul style="list-style-type: none"> Climate and culture survey of all stakeholders 		July 2018	June 2018
Year 1 Help stakeholders overcome resistance to change	Superintendent DLT SLT	<ul style="list-style-type: none"> results from climate and culture survey 		July 2018	June 2018
Year 2 Persist and persevered, but discontinue failing strategies	DLT SLT	<ul style="list-style-type: none"> Exit and EOY survey data evaluation Progress monitoring data Assessed and realigned strategies 		July 2018	June 2018
Year 1 Identify potential providers	Superintendent Federal Program Director, Principal	<ul style="list-style-type: none"> Rubrics from RFP's Evaluation rubrics RFP Results 		January 2018	ongoing

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>	
Year 1 Write and issue request for proposals	Superintendent Federal Program Director, Principal	<ul style="list-style-type: none"> Agendas and meeting minutes from School Board meetings Copies of submitted RFPs 		January 2018	ongoing
Year 1 Develop transparent selection criteria	Superintendent	<ul style="list-style-type: none"> Board approved policies Selection protocol 		January 2018	June 2018
Year 1 Review proposals, conduct due diligence, and select provider(s)	Superintendent, Federal Program Director, DLT, Principals	<ul style="list-style-type: none"> RFP Rubric Agendas and meeting minutes 		January 2018	ongoing
Year 1 Negotiate contract with provider, including goals, benchmarks, and plan to manage assets	Superintendent DLT	<ul style="list-style-type: none"> RFP rating sheets RFP invoice records 		January 2018	June 2018
Year 1 Initiate ongoing cycle of continuous progress monitoring and adjustment	Superintendent, Federal Program Director, DLT, and Principals	<ul style="list-style-type: none"> RFP Rubrics Evaluation Rubrics RFP Results 		January 2018	June 2018

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
and proactively deal with problems and drop strategies that do not work					
Year 1 Plan for evaluation and clarify who is accountable for collecting data	Superintendent, Federal Programs Director, DLT, SLT, Special Education Director, SITO	<ul style="list-style-type: none"> • Data collected • Climate and culture survey • Portfolio of performance metrics of activities from pre-implementation and planning from year 1 		March 2018	June 2018
Years 1-4 Appoint new members for leadership team and provide team members with information on what the school can do to promote rapid improvement	SLT, Administrative team, SITO	<ul style="list-style-type: none"> • SLT agenda and meeting minutes from task manager • sign in sheets 		July 2018	August 2018

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	Textbook, software, Case 21 Test Bank, Fluency Test Bank	iReady Ready Study Island
Remedial mathematics	Moby Max, iXL, Renaissance Learning, Accelerated Math (STAR)	Math 180 – Houghton-Mifflin Harcourt Dreambox Learning
English/Language Arts (ELA)	Renaissance Learning, Case 21 Test Bank	Ready iReady

		Study Island
Remedial ELA	Moby Max, iXL	Ready iReady Study Island
Reading	Accelerated Reading, STAR Reading, Case 21 Test Bank	Accelerated Reader Study Island
Remedial reading	Read 180, iXL, Mobly Max	Accelerated Reader Study Island
Science	Fluency Test Bank MDE Practice Test Study Island	Study Island
Social Studies/History	Textbook	USA Test Prep Study Island
<i>EARLY LEARNING:</i> Approaches to Learning		
<i>EARLY LEARNING:</i> Socio-Emotional Development		
<i>EARLY LEARNING:</i> Physical Development		
<i>EARLY LEARNING:</i> Cognitive Development and General Knowledge (focusing on subjects other than math, science, and social studies, such as art)		

b) Monitoring the Effectiveness of Materials

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

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

As part of the system-wide reform efforts in Yazoo City and based on the needs assessments for Woolfolk Middle School, our school has elected to add additional curricular offerings and materials to improve classroom instruction for our children.

We will be integrating the components of fine arts, music, and a foreign language. These new curricular offerings will be supported through an inquiry, cross-discipline approach to study. We are developing these new curricular offerings to promote cultural awareness and diversity, holistic learning and 21st century community.

The school will monitor the effectiveness of the adopted curricular materials by using norm referenced, common assessments that will be given bi-weekly throughout the year. These assessments will provide detailed feedback to teachers about what scholars are learning, the peace of learning, and the gaps in curriculum mastery.

With the support of the SITO, the Principal will maintain the role of the instructional leader for the school. The RFP for external providers will be clear in the fact that their role is to provide individual coaching and leadership to teachers that is aligned to the Principal's vision and the formative/summative assessment data. Their input will be valued as part of the School Leadership Team (SLT), but ultimately, their action will be guided by the Principal's direction.

Data will be provided to teachers at the school, grade, classroom, and student level. Teachers will analyze this assessment data in team meetings. Through data analysis and observations of classroom instruction, decisions can be made regarding the effectiveness of the adopted curriculum materials versus the effectiveness of classroom instruction. In addition, we will use the following strategies to assist in monitoring the effectiveness of the adopted curriculum materials:

- Develop and implement a plan of action to ensure student engagement through data driven decision making;
- Provide coaching and modeling opportunities for all teachers through external providers;
- Embrace formative assessment to provide corrective feedback to scholars;
- Implement research-based learning strategies to increase student growth rates;
- Correlate student achievement to teacher evaluations;
- Effectively implement the three tier instructional model.

While the reading interventionists primary focus will be geared toward strengthening reading instruction through the ELA teachers, there will be interventions to build a school-wide focus on literacy across all subjects.

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?

Curricular materials will be analyzed to ensure alignment and best fit through a thorough review during grade level team meetings, subject area meetings, and meetings with district office specialists. Our school already has curriculum pacing guides which are used to ensure that supplemental curriculum materials match both the Mississippi Curriculum Framework and the teachers' instruction.

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: Pacing Guides can be located at www.yazoocty.k12.ms.us/page52.html

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.

Prior to the start of the school year, some of the teachers were invited to attend a workshop that allowed them the opportunity to examine the current pacing guides as well as to create one for the pending school year. These workshops, which were conducted by external providers, were created with several grade levels to ensure vertical alignment. This year, we will provide summer training along with Woolfolk Middle School to align Pacing Guides and units of instruction to College and Career Ready Standards. Our goal is to build a network with teachers at the secondary level to communicate weekly to discuss progress towards goals set.

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.

Course pacing guides provide teachers and scholars with a road map for instruction and assessment. The purpose of a pacing guide is to map out the key concepts to be taught and the amount of time to be devoted to each area of instruction. Pacing guides also provide a calendar of assessments, enabling teachers to more effectively plan the curriculum they will use to teach the skills covered on assessments

To review and revise pacing guides, teachers will be engaged in grade level committees as well as in subject area committees to ensure both cross-grade and vertical-alignment of curriculum. We have designated times and days for teachers to work on curriculum, instruction, and

professional development issues. Curriculum maps will be developed to make certain that instruction which supports MS-CRRS for each subject area and grade level is planned throughout the school year. In addition, the curriculum materials will be used to revise curriculum pacing guides, depending upon the grade and subject area. Curriculum pacing guides will be revised for each grading term and are used to guide teachers toward what information must be introduced and/or taught to master. Teachers will be given the opportunities for feedback regarding the effectiveness of the pacing guides. Pacing guides also provide teachers with additional support for matching the instructional objectives/competencies to the curriculum materials. The pacing guides will be revised to include state testing information – such as sample test items, test blue prints information, and additional resources.

Another beneficial feature of course pacing guides is that they allow for the development of professional learning communities within our district. Since teachers are covering the same materials at the same time, they are more likely to discuss effective and ineffective instructional strategies for a particular unit. But more importantly, teachers can collaborate to review assessment data and analyze their instructional practices to improve student learning and their teaching at their regularly scheduled meetings.

Another strong component of course pacing guides is the ability for our district to plan and implement district-wide assessments. Administering district-wide assessments provide timely feedback to administrators on how well the district is doing as a whole, and helps them recognize struggling and excelling schools that may need further training or resources.

District-wide assessments are also beneficial for parents and scholars alike, as they are able to plan out their activities around the known assessment dates. Teachers are also better able to prepare their scholars because they know what information to cover by a certain point. Pacing guides are meant to provide an outline for all teachers to use in planning instruction. Use of these guides help ensure a vertical and horizontal alignment between the schools and the district.

c) Cross-Grade Planning

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

Our district has instituted time for faculty collaboration and designated time for vertical alignment by having time during and after school for PLCs. To ensure that the curriculum builds appropriately from one program to another, teachers will be engaged in cross-grade level committees and subject area committees to study and plan curriculum and instruction. Teachers meet weekly/bi-weekly to ensure that curriculum maps are developed so that instruction which supports the MS Curriculum Framework for each subject area and grade level is planned throughout the school year in a sequential order and/or manner. Cross grade-level teacher's teams meet bi-weekly. These meeting provide teachers time to review pacing guides and curriculum maps, discuss curriculum materials, and identify learning standards where scholars have experienced difficulty. Student data is used from grade level reports to support

the process of cross-grading planning. Data analysis allows teachers the opportunity to see areas where scholars need further clarification or remediation. Through the SIG process, consultants will facilitate these meetings to ensure that communication is on task and documented with a plan of action.

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.

Our district has instituted time for faculty collaboration and designated time for vertical alignment by having time during and after school for PLCs. To ensure that the curriculum builds appropriately from one program to another, teachers will be engaged in cross-grade level committees and subject area committees to study and plan curriculum and instruction. Teachers meet weekly/bi-weekly to ensure that curriculum maps are developed so that instruction which supports the MS Curriculum Framework for each subject area and grade level is planned throughout the school year in a sequential order. Cross grade-level teacher's teams meet bi-weekly. These meeting provide teachers time to review pacing guides and curriculum maps, discuss curriculum materials, and identify learning standards where scholars have experienced difficulty. Student data is used from grade level reports to support the process of cross grade-level planning. Data analysis allows teachers the opportunity to see areas where scholars need further clarification or remediation. Through the SIG process, consultants will facilitate these meetings to ensure that communication is on task and documented with a plan of action.

b) Enhancements through SIG

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

The School Improvement Grant model will allow Woolfolk Middle School the opportunity to redesign the academic culture and instructional practices at our school. This grant will also help to promote engaging, hands-on learning, aligned with the Mississippi College and Career Ready Standards. The SIG model will offer our scholars a new framework for success by increasing the amount of resources, support, and instructional structures for our school.

- Teachers will receive professional development opportunities on implementing effective researched-based instructional strategies. PD will be strategically planned to ensure strong content knowledge and skills for teachers in all subjects.

- ELA and Math interventionists will reinforce instructional best practices and offer remediation services for struggling learners.
- Teachers will be able to offer more technologically-enhanced instruction through newly equipped 21st century classrooms.
- The technology department will be utilized to offer technical support and assistance with new technology and instructional software that will be implemented through the SIG proposal.
- Counselors will be utilized as academic advisors as outlines in the Graduation Restructuring Plan to map out semester and yearly plans for assigned scholars. They will be responsible for monitoring the ICAPs of scholars entering 9th grade that they developed at Woolfolk Middle School.
- A Behavioral Interventionist will be added to the staff to provide personalized, research-based behavior support services for scholars assigned to behavioral management. We will utilize the PBIS as the research-based programs in our behavior support classes.
- Woolfolk Middle School will employ a School Turnaround Officer who will work alongside the principal to oversee management and operations of School Improvement Grant funding and spending and the implementation of the School Improvement Action Plan.
- We will upgrade science labs to 21st century learning labs that will accommodate hands-on, project based learning.
- We will include a reading lab and a media center with 21 century upgrades that will allow scholars access to online databases, periodicals, digital checkout system, e-books, equipment for virtual learning.
- We will offer incentives to teachers and scholars who meet their necessary growth targets set during individual conferences with administrators and by the SLT. Growth will be compared to the previous year's academic performance for teachers and we will utilize scholars' end of the year state data from most recent state test. Incentives will also be used as a recruiting tool to give signing bonuses to teachers and other incentives such as moving expenses.

We will offer parent and community engagement workshops, training, and incentives to parents such as parent of the month and parent of the year, for continuous engagement in school improvement efforts.

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
	What services are currently available to scholars who have been	How will the school enhance available services under the SIG

	<i>identified through the school's multi-tiered model?</i>	<i>program?</i>
Academic	<p>Currently, scholars who are in tiers receive supplemental academic support for academic through an intervention period and computer-based program and assessments. A block on the schedule considered "Learning Strategies" is used to address scholars' academic deficiencies. All scholars participate in the intervention schedule, which helps pinpoint their areas of academic needs. Teachers assess all scholars using CASE 21 and STAR.</p> <p>Tier 1 scholars are provided accommodations to classroom instruction and differentiated assignments when appropriate. Tier 2 scholars receive 30 minutes of supplemental instruction, usually through the intervention period and computer-based instruction daily. Tier 3 scholars receive 45 minutes of intense supplemental instruction daily, some of which is administered through the intervention period.</p>	<p>The service proposed in this plan will dramatically enhance the three-tier model at Woolfolk Middle School. With the support of a Behavioral Interventionist, Instructional Coach, and an Academic Interventionist, we feel that our plan will become a reality in our school. We will have the man power to implement, oversee, and adjust our goals as needed. The Interventionist will meet regularly with the principal and teachers to ensure that every child is quickly identified and receives appropriate services. Additional support will come from the Interventionist, where this person will work with Tier 2 and Tier 3 scholars daily. Tier 2 scholars will receive at least 40-45 minutes of supplemental instruction daily provided by the Interventionist in the computer lab. Our new plan will meet all of the requirements of the MDE Three Tier Instructional Model. We will develop a rotating schedule so that the interventionist ensures that each student receives, at minimum, the required number of minutes of supplemental instruction. Classroom teachers will also document all adjustments to the classroom learning plan, including differentiated lessons, remediation, and additional support. The coaches provided through our external providers will support teachers by helping them understand how to better plan for differentiated and accommodate</p>

		scholars' learning.
FOR PATHWAYS: Academic counseling		
FOR PATHWAYS: Teacher Advisors		
Non-academic		
FOR TURNAROUND AND PATHWAYS: Socio-emotional counseling and other services	<p>Woolfolk Middle School prides itself on the implementation of the Positive Behavioral Intervention Support Program (PBIS) that is provided monthly to scholars with non-academic issues. Although we pride ourselves on the implementation of this model program, it needs improvement. As an addition to the needed counseling and behavior support that they need, the principal will form a PBIS Team to participate in the regional School-wide Positive Behavior Interventions and Support training offered through REACH-Mississippi. The PBIS team will be responsible for the oversight of activities for an improved PBIS model program.</p>	<p>The principal will work with the lead partner's leadership coach, teacher coach and counselor to assist the PBIS team in developing a building wide discipline plan and PBIS model. The school counselor will be charged with ensuring that scholars with behavior problems are properly identified and that teachers are trained on the various issues related to student behaviors. The principal and counselor will also work with teachers to develop behavior modification plans for each student such as check in and out systems for small group behavior classes or classes offered during lunch for scholars will be implemented to support these issues. The principal and counselor will develop a schedule for each student to ensure that the proper number of minutes is received in supplemental behavior support.</p>

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

4. Special Populations

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

Group	Current Services	Proposed Services
Scholars with Disabilities	Scholars with disabilities are	Services provided to scholars

identified for special education services through a comprehensive process that includes:

- Documentation that the child was provided appropriate instruction in general education settings delivered by qualified personnel
- Implementation of the Response-to-Intervention process and the MDE Special Education Eligibility Determination Guidelines
- Evaluation that assures that lack of instruction, limited English proficiency or cultural differences are not a determinant factor

The current services provided to scholars with disabilities are based on consideration of a student's least restrictive environment and an Individual Education Plan (IEP). For many scholars, supplemental or tutorial services are sufficient. For some scholars, more extensive support is needed and supplementary aids and services are identified that would be needed to be provided in order for scholars to be successful in the educational environment placed. Academic and behavioral growth goals are aligned with scholars' IEP and

with disabilities through the implementation of the SIG program will include access to new instructional materials designed to support struggling readers. All of our teachers are essential in supporting scholars with disabilities. As the SIG program is implemented, all faculty and staff will be involved in continuing to support scholars with disabilities through classroom instruction and assessment.

Through onsite job-embedded professional development, teachers will receive coaching on how to differentiate instructions at varying levels, conduct formative and diagnostic assessments and use data to drive instructional decisions. This training and support will in turn enhance the instruction provided to scholars with disabilities.

	<p>services are identified and provided to increase student performance and rate of growth. Technology services will be maximized to efficiently support student' academic growth and decrease the impact of scholars' disabilities. Special population scholars have been included to participate in activities such as after school and/or activities' related to increase learning time.</p>	
English Language Learners		
Academically Behind	<p>Scholars who are academically behind are often identified through the universal screening assessment taken between mid-August and early September. Teachers also make note of scholars who are experiencing academic difficulties through the course of the school year. Special population scholars will have an opportunity for remediation and instructional support through curriculum software programs, during learning strategies, as well as after school settings.</p>	<p>All of our teachers are essential in supporting scholars who are academically behind. As the SIG program is implemented, all faculty and staff will be involved in continuing to support academically behind scholars through classroom instruction and assessment.</p> <p>Serviced provided to scholars who are academically behind through the implementation of the SIG program will include access to new instructional materials to support struggling readers. Scholars will also benefit from the improved utilization of assessment to identify early scholars who are struggling. Also, the addition of new staff will also impact scholars with academic difficulties. They will work with scholars who are struggling with academic through a well-planned system of support. The</p>

		<p>interventionist will work with scholars identified on a daily basis. In addition, classroom teachers will receive coaching on how to differentiate instruction at varying levels, conduct formative and diagnostic assessments and use data to drive instructional decisions. This training and support will in turn enhance the instruction provided to scholars with disabilities.</p> <p>Also, through the SIG program, scholars will have an opportunity to receive tutoring support or other instructional staff during non-core academic time after school.</p>
FOR PATHWAYS: Scholars at Risk of Dropping Out of School		
FOR PATHWAYS: Scholars Least Likely to Attend College/Those Historically Underrepresented in College		
Gifted or Advanced		

5. **TURNAROUND/TRANSFORMATION ONLY:** Increased Time for Scholars

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 scholars 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	Number of Instructional Days	Length of Instructional Year (in minutes)
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	minutes)		
Current	406	180	73,080
SIG Year 1	460	180	82,800
SIG Year 2	470	180	84,600
SIG Year 3	480	180	86,400
SIG Year 4	490	180	88,200
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>
STAR	This computer-based, multiple-choice assessment focuses on ELA and math is connected to MS-CCRS	All	6-8	ELA Math	External	3 times/year
MDE State Practice Tests	These tests can be done by paper and pencil and computer-based. They are given by grade level to determine student proficiency on instruction and support alignment.	Interim	6-8	ELA Math Science	Internal	2 times/year
Classroom Weekly Assessment	Classroom tests are created by teachers and are aligned to the	Formative	6-8	ELA Math	Internal	Bi-Weekly

	<p>acing guide and the MS-CCRS. These are given bi-weekly. These assessments are given on the computer and they mimic the MAP assessment.</p>			Science		
Case 21 Assessments	<p>Progress monitoring assessments are aligned to the pacing guide and the MS-CCRS.</p>	Formative	6-8	<p>ELA Math Science</p>	External	3 times/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 scholars as early as eighth grade.* The budget must reflect how the school will offer these tests free-of-charge to scholars.]

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>
Case 21	Multiple Choice	Formative	6-8	External	3 times/year

(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.

It is our plan to revise our classroom assessment to improve the alignment to the MS-CCRS and curriculum map. We will revise bi-weekly assessment to make sure they provide teachers with ongoing data about student performance – what areas scholars are struggling with and what areas scholars seem to fully understand. We will through SIG consultants design progress monitoring system to chart the results of this information so that teachers and the SLT can make data driven decisions about interventions and remediation.

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?

As part of our strategic school improvement efforts, our district recognized the need for broader information on student performance. We know that in order to significantly improve student achievement levels, our teachers and administration need to know more about scholars than simply state standardized test results.

What we have begun and with support of this program, will dramatically expand our efforts to capture data that will give our instructional staff a more holistic student profile that will serve as the basis for differentiated instruction. We believe that data is needed in all classrooms, grade and school level to drive transformational school reform. To this end, we have designed a system to utilize the existing assessment tools we currently have on campus, yet improve our efforts for data collection, analysis, and utilization. This will allow our teachers to drive decision-making for all activities related to instructional strategies and student-level interventions. As part of the School Improvement Model, our instructional staff will learn how to use powerful strategies for using data to:

- Analyze and interpret all available data
- Plan and implement data driven decisions
- Differentiate instruction based on performance data to customize for all learners

The Principal along with the Director of Curriculum & Instruction and newly hired School Improvement Transformation Officer (SITO) will oversee and work with our school personnel to build capacity through the formation of site-based "Interventionist" that will conduct regular data meetings to monitor and adjust learning paths based on student progress, multiple data points, and growth measures. The Superintendent and School Improvement Transportation Officer (SITO) will assist learning plans, group and schedule scholars for optimal learning time, monitor, and adjust instructional pathways based on the triangulation of all available data.

We will work with all instructional personnel, our administrators, and the data team to change the school's culture through Seven Transformational Practices:

7 Transformational Practices for Using Data

- Develop a plan of action for using data effectively
- Establish growth targets for individual scholars and classrooms
- Integrate data systems and instructional technology
- Navigate data tool efficiently

- Improve differentiated and performance level instruction
- Monitor student performance and support transparency
- Communicate performance and achievement data to scholars, parents, teachers and administrators

b) Immediate Analysis, Feedback, and Targeted Instruction

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

Our school improvement plan is built completely around the student-centered concept that teachers use to improve student learning. We must first know what scholars already know how to do well, and what areas they still need instruction in, to develop mastery. Quite simply, we need data on student learning to be detailed, authentic, accurate and timely. Each of the curriculum components that we have included in our plan were specifically selected not only because of how they fit our instructional needs, but also because of the powerful data systems that are included in each program.

In addition to the scholar data provided by state standardized tests, scholar data will be collected through:

- The current universal administration of an adaptive, computer-based assessment three times throughout the school year;
- Formative classroom assignments, activities, and inventories given by the teacher on a daily basis built on a result of teacher/data team;
- Progress monitoring data and reports from the intervention programs on a weekly basis;
- Quarterly progress monitoring assessment; and
- Summative, end-of-unit assessments aligned to the MSCCR Framework and given at the classroom level developed through grade level planning under the support of teachers/data team and mentoring.

Once this data is collected, teachers will work closely with the building level Interventionist, Director of Curriculum & Instruction, the SITO, and Principal to learn how to analyze and utilize the data to inform instructional decisions that will move scholars toward mastery of curriculum and skills. Through the proposed system of teacher/data team coaching, we will develop and/or revise classroom assessments, progress monitoring tools, and other summative assessments that will provide teachers with feedback in at least 48 hours as they are scored.

Teachers will learn how to use the reports, charts and graphs produced during these data sessions to make decisions on the appropriate next instructional steps by integrating classroom formative assessment data with progress monitoring data collected through intervention programs. Detailed records will be kept on each student so that teachers, parents, and even scholars themselves can "see" the path toward improvement literacy and achievement.

c) Academic Growth of Scholars

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

We will ensure that all of the assessments used in our school will have the ability to track academic growth of scholars. We will continue to use Case 21 and Fluence Test Bank, which will provide individual diagnostic data for each scholar tested. The assessments will compare data collected in the early fall, winter and spring to report a growth calculation. A growth calculation will be provided for each individual scholar in reading/language arts, math, and science. This data will be reported in terms of individual student, classroom, competency, and grade level and will track growth and performance. Each teacher will have access to his/her classroom level and individual scholar performance data through detailed reports. Reports will demonstrate academic growth performance at each level. The assessments used will allow teachers and administrators to track scholar growth and progress over multiple years as well.

d) Achievement Gaps

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

The assessments that our school will utilize to help our staff track achievement gaps in both proficiency and growth between major student levels computerized, individual and adaptive grade level exams, and detailed reports. Using adaptive software programming, each assessment provides scholars with questions that are responsive to their individual instructional level. This assures that no two tests are alike at any time. Additionally, this technology allows the assessment to drill down in to scholar's academic strength and gaps in curriculum understanding. The report provides data on student proficiency based on growth, proficiency and norms. This allows teachers to take a longitudinal look at a scholar's academic achievement gaps and helps the teacher understand what portion of the class met or fell short of expected proficiency or growth targets, in order to adjust instruction accordingly. Reports will be shared with all stakeholders to ensure that achievement proficiency and growth standards are communicated effectively.

e) Support for Data Analysis and Use

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

Woolfolk Middle School will use data teams, onsite support and consultation of a data expert to support data analysis. We believe that the improvements we desire in scholar achievement will take place only if all instructional staff and administrators engage in the active use of data at all levels within our school. This data-based system of instructional improvement will be the foundation for nearly all conversations on school reform within our building. To ensure that these conversations lead to lasting change, we will create Data Teams that will study and discuss data both vertically throughout grade levels and subject areas, and horizontally (across grades and subjects).

Through consultants, who will be experienced in using data to inform instruction, will work with our school personnel to build capacity through the formation of site-based "Data Coach Teams" that will conduct regular data meetings to monitor and adjust learning paths based on scholar achievement.

D. Instructional Leadership and Staff

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

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

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
Curriculum Specialist	1	District/ Federal Programs/ Title I	Responsible for providing an instructional program designed to assist teachers with developing skills in the preparation of effective learning(lesson) plans, presentation of content, classroom management, school, and community communications. Serve as a liaison between the school, and the assigned office or department.	Principal

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

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

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
School Instructional Coach	1	SIG	The Instructional Coach will work as a colleague with classroom teachers to support scholar learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about researched – based effective instruction.	Principal
Math Interventionist	1	SIG	The Math Interventionist will assist scholars who have been identified <i>as at risk</i> from our MAP Assessment. He or she uses math interventions to provide a continuum of support to help them get on grade level. The interventionist will develop material and lesson plans, conduct classroom instruction,	Instructional Coach

			evaluate, and assess scholar performance.	
ELA Interventionist	2	SIG	The ELA Interventionist will assist scholars who have been identified through STAR and MAP whose IRL (Instructional Reading Level) is not or below grade level. He or she uses reading interventions to provide a continuum of support and help them get on grade level. The interventionist will develop material and lesson plans, conduct classroom instruction, evaluate, and assess scholar performance	Instructional Coach
Behavior Therapist	1	SIG	The Behavior Therapist will assist teachers in providing classroom and behavioral supports for scholars in an alternative setting. The position will also provide help for those scholars who exhibit a pattern of behavioral issues. He or she will also provide and implement systems of positive behavioral support.	Assistant Principal

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	329,984.66	The core of school reform centers on improving the achieving of scholars. The largest deficit has been related to race and social economic status. As a low-performing and rural school, the funds from Title I, Part A will be harnessed to provide a more strategic effort to strategically meet the needs of scholars and address deficits in learning to promote higher achievement of our scholars.
Title II	244,968	Research has documented that a key ingredient to improving student achievement is to strategically improve the quality of a school's teaching workforce. Title II funds will be used to supplement our SIG activities, allowing us to strengthen the teaching continuum. We will harness our funds to support novice teachers through residency and induction programs, professional learning and growth systems that lead to board certification, and teacher leadership opportunities that spread the expertise of accomplished teachers.

Title III (ELL)		
Title IV (21 st Century)		
Title VI (Rural Schools)		
McKinney-Vento Homeless Grant	40,816.90	These funds will be used to address the specific needs of scholars who meet the needs of scholars who meet the criteria stated in the law. The support will fund activities that impede scholars who meet the criteria for McKinney-Vento from reaching reasonable calculated achievement and growth.
State Literacy Target School		
State Dyslexia Grant		
State Pre K Collaborative Grant		
Innovative High Schools		
State AP Funds		
Other Special Revenue:		
Other Special Revenue:		

B. 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:

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

(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.

(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 tenure has not exceeded two years

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 Yazoo City Municipal School District has collaborated with district leadership and partners to develop a process for evaluating applicants to select effective teachers with a record of success in raising student achievement and possesses qualities that equip them to succeed in the transformation environment. The interview protocol will utilize a specialized, research-based technique called Behavior Event interview. In a Behavior Event interview, candidates will be asked to describe, in detail, past work events. The interview team will have pre-planned, well developed questions and will script the candidates' responses. Throughout the interview, candidates may be interrupted and asked to further explain or redirected with additional questions. The interview will be divided into four major clusters with ten competencies, which are correlated to the skills listed in the job description.

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

Former interview practices involved the principal and a team asking questions that were not tied to student achievement and behavior event interviewing. The former process also did not include a focus of the referenced clusters and competencies.

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?

Advertisement will be on the MDE teacher vacancy's website, the District's Website, school's webpage, School PTSA Facebook page, the Yazoo Herald, Teacher Education Programs at our local universities, and the Clarion Ledger.

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

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

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

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

The Yazoo City Municipal School District has collaborated with district leadership and partners to develop a process for evaluating applicants to select effective teachers with a record of success in raising student achievement and possesses qualities that equip them to succeed in the transformation environment. The interview protocol will utilize a specialized, research-based technique called Behavior Event interview. In a Behavior Event interview, candidates will be asked to describe, in detail, past work events. The interview team will have pre-planned, well developed questions and will script the candidates' responses. Throughout the interview, candidates may be interrupted and asked to further explain or redirected with additional questions. The interview will be divided into four major clusters with ten competencies, which are correlated to the skills listed in the job description.

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

Former interview practices involved the principal and a team asking questions that were not tied to student achievement and behavior event interviewing. The former process also did not include a focus of the referenced clusters and competencies.

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.

School-wide financial rewards will be given to staff when gains are made in student achievement. Classified staff will receive \$250; certified staff in non-tested areas will receive \$500; tested area teachers will receive \$1,000 for gains in the area of growth and \$1,000 for gains for in proficiency; assistant principals will receive \$1,500; and the principal will receive a base of \$1,500 if the school receives an overall rating of D; the principal will also receive an additional increment of 500 for an overall school rating beyond a D.

(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 Yazoo City Municipal School District receives state funds to provide loan repayment to teachers

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?

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
What leadership opportunities are available to teachers?	Teacher Mentor Instructional Specialist Curriculum Specialist Data Coach	Teacher Leader
What opportunities, particularly decision-making roles, exist for highly effective teachers to help shape the reform effort?	Teacher leaders will assume a wide range of roles to support school and scholar success. These roles will be assigned formally or shared informally, to build the entire school's capacity to improve.	Teacher leaders will assume a wide range of roles to support school and scholar success. These roles will be assigned formally or shared informally, to build the entire school's capacity to improve.
How would a teacher receive access to these opportunities?	Hybrid roles for teacher leaders offer yet another attractive benefit: creating a career ladder in a traditionally flat profession. Accomplished teachers might choose part-time leadership roles, or rotating positions that allow them to alternate between full time classroom teaching one year and educational leadership work in curriculum design, mentoring or other roles the next year. Teacher leaders can be part of peer review programs and rewards through a differentiated compensation system. Both transformed evaluation and performance pay systems can begin to unlock the current egalitarian culture of schools and promote the spread of teaching expertise	Hybrid roles for teacher leaders offer yet another attractive benefit: creating a career ladder in a traditionally flat profession. Accomplished teachers might choose part-time leadership roles, or rotating positions that allow them to alternate between full time classroom teaching one year and educational leadership work in curriculum design, mentoring or other roles the next year. Teacher leaders can be part of peer review programs and rewards through a differentiated compensation system. Both transformed evaluation and performance pay systems can begin to unlock the current egalitarian culture of schools and promote the spread of teaching expertise

	from one teacher to another.	from one teacher to another.
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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	A professional how fails to demonstrate with the knowledge, skills and professional dispositions to improve student learning through enhanced teacher performance	The School Improvement Transformation Officer, the Superintendent and the District Leadership team will use the Principal Growth Rubric. The above listed professionals will also utilize the Transformation Principal Protocol to provide additional information about the performance of the school leader.	The School Leader will work in collaboration with the Superintendent, the School Improvement Transformation Officer and the District Leadership team to identify his/her own staff development needs. The	The Superintendent will inform the employee of the reason for dismissal. The employee may request a hearing within 5 days of dismissal. If a hearing is requested, the District will have 30 days to hold the hearing. This practice is supported by Section 37-9-59 of the Mississippi Code.	The School Improvement Transformation Officer and the Superintendent will work collaboratively to remove an ineffective school leader whose evaluations reflect a lack of instructional improvements and who have consistently not demonstrated effective instructional practices in the classroom. The district will utilize policies that encourage

			<p>activities must be founded upon strong theoretical, conceptual, or research bases. The information must be related to practice with ample opportunities provided for modeling and coaching. The activities for professional development will be implemented and monitored. After this process has happened and the school leader fails to make reasonably calculated growth, the school leader will be placed</p>		<p>transfer, improvement and professional growth to rehabilitate those teachers who seek guidance and improvement through the district's evaluative plan. The district will create new policies that lend themselves to closer evaluation and removal of nonqualified candidates who hold instructional positions at Woolfolk Middle School. The School, with support of the District, will adhere to Section 37-9- 105 of the Mississippi Code.</p>
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			on a plan of improvement which will be monitored over nine weeks. During this time, the school leader will be provided resources and supports to improve performance.		
Teacher	A professional how fails to demonstrate with the knowledge, skills and professional dispositions to improve student learning through enhanced teacher performance	The School Leader will use the Framework for Effective Teachers, the Teacher Growth Rubric and the Classroom Walk-through Observation form to identify the teaching practices being employed in the classrooms of the teachers. These processes will be conducted by the School Leader, the Instructional Coach and the Assistant Principal. Additional feedback may be provided by external partners, the School Improvement Transformation Officer, and members on the District	Teachers will work in collaboration with the school leader to identify their own staff development needs. The activities must be founded upon strong theoretical, conceptual, or research bases. The information must be related	The Superintendent will inform the employee of the reason for dismissal. The employee may request a hearing within 5 days of dismissal. If a hearing is requested, the District will have 30 days to hold the hearing. This practice is supported by Section 37-9-59 of the Mississippi Code.	The district will work with the building level principal to remove ineffective teachers whose evaluations reflect a lack of instructional acumen and who have consistently not demonstrated effective instructional practices in the classroom. The district will utilize policies that encourage transfer, improvement and professional growth to rehabilitate those

		leadership and improvement team.	to practice with ample opportunities provided for modeling and coaching. The activities for professional development will be implemented and monitored. After this process has happened and the teacher fails to make reasonably calculated growth, the teacher will be placed on a plan of improvement which will be monitored over nine weeks. During this time, the teacher will be provided		teachers who seek guidance and improvement through the district's evaluative plan. The district will create new policies that lend themselves to closer evaluation and removal of nonqualified candidates who hold instructional positions at Yazoo City High School. The School, with support of the District, will adhere to Section 37-9- 105 of the Mississippi Code.
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			resources and supports to improve performance.		
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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?

C. Organizational Structures and Management

1. Governance

a) Proposed Governance Structure

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

(1) TURNAROUND ONLY: New Governance

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

b) District-Level Staff

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

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

Position	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>Will this position be</i>	<i>How will a person in this position support SIG</i>	<i>Who does a person in this</i>

	<i>funded by SIG, another grant program, or by regular appropriations?</i>	<i>implementation? Describe briefly.</i>	<i>position report to? (Must align with lines of reporting in the organization chart)</i>
School Improvement Transformation Officer	SIG	The School Improvement Transformation Officer will act as an instructional turnaround leader for the district by ensuring support for the academic achievement of low performing campuses and promoting personalized learning and innovative approaches to support 21st century scholars. The professional will also build capacity in the use of effective instruction by providing ongoing coaching, demonstration teaching, assistance with program monitoring, and prescriptive intervention strategies for all teachers.	Superintendent and Director of Federal Programs
Administrative Support Specialist	SIG	The Administrative Support Specialist performs higher level office support duties and provides specialized program support for the District Office of School Improvement.	School Improvement Transformation Officer

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.

How will the principal/leadership team at the school building have autonomy in the following:		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?
Staffing decisions, such as hiring, placement, and termination	Woolfolk Middle School will have the autonomy and authority to make key decisions that relate to the staffing decisions to include hiring, placement and termination. The Superintendent is keenly involved in this process, but the decision will be left to the school leader.	The results of accountability measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data will be used to determine staffing decisions, such as hiring, placement, and termination.
School time, such as school calendar, schedules for the school day, etc.	Woolfolk Middle School will have the autonomy and authority to make key decisions that relate to School time, such as school calendar and schedules for the school day. The Superintendent is keenly involved in this process, but the decision will be left to the school leader.	The results of accountability measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data will be used to determine school time, such as school calendar, schedules for the school day, etc.
School procedures, such as course offerings, curriculum materials, discipline, etc.	Woolfolk Middle will have the autonomy and authority to make key decisions that relate to School procedures, such as course offerings, curriculum materials and discipline, etc. The Superintendent is keenly involved in this process, but the decision will be left to the school leader.	The results of accountability measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data will be used to determine school procedures, such as course offerings, curriculum materials, discipline, etc.
Budgeting	Woolfolk Middle School will	The results of accountability

	have the autonomy and authority to make key decisions that relate to budgeting. The Superintendent is keenly involved in this process, but the decision will be left to the school leader.	measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data will be used to determine how funds will be allocated for program administration and improvement.
Other important operations	Woolfolk School will have the autonomy and authority to make key decisions that relate to Other important operations. The Superintendent is keenly involved in this process, but the decision will be left to the school leader.	The results of accountability measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data will be used to determine 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.

The Yazoo City Municipal School District will secure a lead partner with a robust track record of providing change, improving student learning, teacher effectiveness and supporting school reform. The school wants to contract with an organization that has an experienced team of knowledgeable educators who are committed to improving student learning. We will contract with a lead partner who can implement a vision of the school improvement model which will focus on instructional leadership, data, assessment, instructional effectiveness and literacy. We also need a partner who can provide the job-embedded coaching and onsite classroom modeling that our teachers and administrators need. The School Improvement Model solution must be centered around the most recent research on teaching, assessment, and learning and offers a pragmatic delivery approach.

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.

We will contract with a lead partner who can implement a vision of the school improvement model which will focus on instructional leadership, data, assessment, instructional effectiveness and literacy. We also need a partner who can provide the job-embedded coaching and onsite classroom modeling that our teachers and administrators need. The School Improvement Model solution must be centered around the most recent research on teaching, assessment, and learning and offers a pragmatic delivery approach.

c) Scope of Work

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

The External Provider shall provide coaching and support plans for building a school-wide structure and focus for school improvement, which includes support for building the capacity of data teams, collaborative learning teams and classrooms to effectively participate in successful deployment of the School Improvement Plan.

The External Provider shall assist WMS in the alignment and implementation of the school improvement plan by developing effective, grade-level collaborative learning teams with a focus on curriculum, instruction and assessment based on data and research based on best practices.

The External Provider shall assist school leadership in the formation of data teams, the development of an aligned improvement plan and in the design of a school wide structure for implementing and monitoring the school-wide plan.

The External Provider shall coach and train collaborative learning teams on the use of essential curriculum, formative assessments and results analysis to drive instructional improvement.

The External Provider will build capacity of grade-level teams to work as professional learning communities within the school and will assist in the successful deployment of the school improvement plan.

3. School Climate

a) Needs

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

The culture and climate needs assessment found that neither teachers nor scholars are academically motivated and academic achievement is not highly valued. The needs assessment also found that a large number of scholars at the Woolfolk Middle School present with deficits in social and emotional competence, including social, emotional, intellectual and physical safety development; mental health, and healthy relationships. Finally, the assessment found that the norms, values, and expectations that support people feeling socially, emotionally and physically safe are minimal in the school.

b) Addressing School Climate Needs through SIG

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

Funds from the School Improvement Grant will enable the Woolfolk Middle School to attend to the power of existing technical considerations such as school schedules, school size, course sequences, curriculum and instruction as well as the political relations between the school, the broader community, state and federal policies. With the addition of strategically identified staff, we will work to address unsafe, deteriorated, and overcrowded classes that threaten the chances that scholars will develop social values of integrity, discipline, and civic mindedness and allow little enthusiasm for life-long learning. We believe that this course of action will allow us to address our scholars' limited capacity to pay attention and implement systems to help them to achieve academically.

D. Support for Teaching and Learning

1. Professional Development

a) Create Professional Development

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

Research shows that effective professional development is designed to always keep the End (Student Achievement) in mind. Woolfolk Middle School will provide staff development that will support the research by providing staff development that is:

- Presented in an intensive, sustained, and continuous manner over time, including time for teachers to not only learn a new strategy but to have time to practice implementing it as well.
- Focused on specific curriculum content and pedagogies.
- Designed to engage teachers in active, collegial learning that allows them to test ideas in

- the classroom and to make sense of knowledge gains in meaningful ways.
- Connected to teachers' collaborative work in school-based learning teams.

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

Professional Development, will supported by district's curriculum director. However, at Woolfolk Middle School, the transformation principal, the instructional coach, teachers, and non-instructional staff will be responsible for the design and implementation of professional development.

b) Embed Professional Development

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

Woolfolk Middle School will utilize professional learning to blaze a trail to improved student learning, much like wagon trains on their journey west. Through program evaluation we have found that our current direction and focus is incorrect; the tools/strategies are mismatched for the learning and target outcomes; and culture and climate are inhospitable due to a lack of trust, vision, values, and goals. In raising student achievement, school leaders will support the continued learning and effectiveness of teachers. These practices will emphasize the importance of continued learning for all faculty through effective forms of job embedded professional development. We will also work to develop a school culture among teachers in which continued learning is considered an essential aspect of professional practice. We will emphasize this goal at faculty meetings, upon hiring new teachers, and during formal and informal meetings with teachers. Additionally, we will identify and support effective instructional facilitators among the faculty. These facilitators will be provided with specific training for collaborating with adults, ongoing resource support, and incentives, so that they can facilitate effective job effective professional development for their colleagues. We will provide common teacher learning time, distinct from planning time. Teachers will be released as appropriate to visit other teachers' classrooms, engage in collaborative teaching, and participate in other collaborative activities. Teachers will be required to use student performance data to inform decisions about job embedded professional development. We will create a system to support high-quality job embedded professional development that requires common effort across all three levels: states, districts, and schools.

c) Link Professional Development to Evaluation Results

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

Evaluations serve as a pathway for professional growth. The alignment of teacher evaluation results with professional growth opportunities will be considered in terms of the collection and use of evidence. Woolfolk Middle School will first identify sources of evidence that will be used to evaluate teachers and the principal. Once the sources have been determined, teacher and principal protocols will be implemented and processes created that will ensure that evidence is gathered with high standards of validity and reliability. It will be

necessary to develop appropriate responses to the evidence such as linking professional development to growth over time, both for the individual teachers and the administrative team at Woolfolk Middle School.

d) Staff Involvement

How are staff involved in the design of professional development?

Staff will be involved in the design of professional development in many diverse ways. We will immediately look for opportunities for individual teachers and school-based personnel to initiate and carry out professional development activities. This means that planning, implementation, and follow-up activities will be seen as a joint effort, providing opportunities for those with diverse interests and responsibilities to offer their input and advice. Professional development will also be identified by teams of staff. For example, the English department may recognize a need from diving into curricular gaps found in curriculum, instruction and assessment. Utilizing this model, we will work to insure that the teams function well and garner broad-based support for professional development efforts. We will make sure that the teams involve individuals from all levels of the school. As our primary driver is school improvement, our professional development teams will include teachers, non-instructional staff members, building and central office administrators.

e) Alignment with Instructional Program

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

Teachers will need professional development as they receive feedback regarding their effectiveness from multiple sources of data such as walkthroughs, observations, and instructional rounds. This professional development must be targeted, aligned and differentiated to meet the various needs of teachers.

Enhanced learning for scholars depends on detailed, thoughtful professional development for teachers. At Woolfolk Middle School, we will study and seek instructional strategies that promote higher student achievement and implement staff development in those strategies. We also began incorporating the philosophy and principles of Total Quality Management into classrooms to create a powerful learning environment by encouraging scholars to become better problem solvers and critical thinkers. We will contract with an education consultant to conduct professional development on the use of Quality Tools in classrooms.

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	Curriculum Specialist/Instructional Coach	Once per 9-weeks	1.5 hours	To discuss the needs of and strategies for the specific grade level
Department-level (if applicable)	Department Chairs	Weekly	55 minutes	To analyze and dig into to departmental data and to discuss strategies to improve student achievement.
Special services	Director of Special Education Services	Weekly	1.5 hours	To analyze IEPs and student data to determine if scholars are making reasonably calculated progress toward short term instructional objectives and annual goals.
All faculty	Administrative Team	Twice per month	45 minutes	To build relationships among staff, to focus on professional development and to solve problems and make decisions
Professional Learning Communities	Teachers who sit on the School Leadership Team	Weekly	55 minutes	To provide educators an opportunity to meet and share expertise, and work collaboratively to improve teaching skills and the academic performance of scholars.
FOR EARLY LEARNING ONLY: Cross-				

grade planning				

E. Family and Community Engagement

1. Community-School Relations

a) Family and Community Satisfaction

Describe current efforts to determine family and community satisfaction with the school (e.g., satisfaction surveys, town hall meetings).

The school hosts community-forum collaboration meetings, site council

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

Woolfolk Middle School will implement to following practices to better engage families and community in the school reform efforts:

- Survey educators and families to determine needs, interests, and ideas about partnering.
- Develop and pass family-friendly policies and laws [i.e., leaves of absence for parents/caregivers to participate in school or education-related activities; flexible scheduling to encourage participation by diverse families].
- Provide professional development on family and community engagement for school faculties.
- Offer training for parents and community stakeholders on effective communications and partnering skills.
- Provide better information on school and school district policies and procedures.
- Ensure timely access to information, using effective communications tools that address various family structures and are translated into languages that parents/families understand.
- Hire and train school-community liaisons who know the communities' history, language, and cultural background to contact parents and coordinate activities.
- Collaborate with higher education institutions to infuse parent, family, and community involvement in education into teacher and administrator preparation programs.
- Develop an outreach strategy to inform families, businesses, and the community about school and family involvement opportunities, policies, and programs.
- Regularly evaluate the effectiveness of family involvement programs and activities.

b) Complaint Procedures

How are complaints from families or community members currently addressed?

When it comes to discussing the substance of the complaint with the complainant:

- We will give the complainant the name of the school leader and refer to them by name
- Let the complainant decide whether the matter is really an enquiry, a concern or a complaint
- Keep the discussion to relevant issues
- Check the facts to make sure they are clear and beyond doubt
- Check any assumptions you (school leader) might have made by asking questions
- The school leader will not form an opinion before hearing all sides of the story
- If the school leader is unsure about what should have happened, the complainant will be referred to relevant policies and documented processes
- The school leader will work through a problem-solving process to arrive at mutually acceptable solutions based on meeting the needs of all parties.
- The school leader will be clear about what solutions can actually be offered.

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

The processes have worked and will remain the same.

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	Warren Yazoo Mental Health GA Carmichael Health Clinic Delta Health Alliance Yazoo Ministerial Alliance	No additional providers to be proposed
Parent/family education	The parent liaison hosts	Parent Academy

classes	weekly parent meetings Town Hall and Community Meetings Site Council	Literacy Nights Math Nights
---------	--	--------------------------------

1. Engagement in School Improvement

What organized family groups does the school offer?

Site Council, Yazoo Ministerial Alliance

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

The above referenced groups provide afterschool tutorial, mentoring to scholars, program recommendations to improve climate, culture and practices in the school, provide financial support to additional resources.

How will family groups be improved through the SIG program?

The school leadership team will harness Title I funds to increase the active engagement of parents and community stakeholders in the comprehensive school reform process.

a) Parent/Family Groups

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?

Community and Town Hall meetings will continue to be held where the school leadership will equip all stakeholders with information and knowledge to understand school reform efforts and student achievement data.

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.

Sustainability for the Woolfolk Middle School will happen with services and interventions becoming routine and the norms for school culture, climate and beliefs. These constructs will be engrained as the standard courses of action. Specifically, integrate the project activities into the structure of the school. We will also continue to implement organization development and change interventions as needed.

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

APPENDIX A

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

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



Woolfolk Middle School

"Education is the most powerful weapon which you can use to change the World"

Parent Academy / SIG Grant Meeting– 5:00 p.m. April 19, 2017

- Greetings
- SIG Grant
- Classroom Visit

Room Assignment

McCoy Elementary	
Subject	Room Number
ELA	112
Math	114
Science	115
Woolfolk Middle School	
Subject	Room Number
ELA	102
Math	103
Science	106
Yazoo City High School	
Subject	Room Number
English	108
Biology	104
Algebra I	107
U.S. History	111

YAZOO CITY MUNICIPAL SCHOOL DISTRICT

SCHOOL IMPROVEMENT GRANT

Overview of Stakeholder Information

Only schools identified as focus or priority under the ESEA flexibility waiver will be eligible to apply for Mississippi's competition.

WOOLFOLK MIDDLE
SCHOOL
YAZOO CITY
HIGH SCHOOL

OVERVIEW

What is the School Improvement Grant (SIG)?

The School Improvement Grant (SIG) is a program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Funds are awarded by the U. S. Department of Education to the State which, in turn, must use the funds to award competitive grants to local education agencies that demonstrate (a) the greatest need for the funds and (b) the strongest commitment to use funds to improve the quality of instruction and raise the academic achievement of students in the states persistently lowest achieving schools.

Who can receive the SIG?

Woolfolk Middle School and the Yazoo City High School have the opportunity to apply for the 2016-2017 SIG.

SUMMARY

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 a 4 year grant ranging from \$50,000 to \$2,000,000 per year, per school to implement one of seven intervention models.



Email



Telephone

Contact Your
Childs Principal

Call Central
Office

If you have any questions, please feel free to email or call.

FOUR SIG MODELS

Early Learning

Pathways to Success

Transformation

Turnaround

Whole School Reform

Closure

SCHOOL IMPROVEMENT GRANT (SIG) INTERVENTION MODELS

Transformation Model

- replaces principal
- increases learning time
- provides ongoing, high-quality, job-embedded professional development designed to build capacity and support staff
- promotes the continuous use of student data for improvement

Turnaround Model

- replaces principal and at least 50% of the staff
- provides ongoing, high-quality, job-embedded professional development designed to build capacity and support staff
- promotes the continuous use of student data for improvement

Evidenced-Based Whole School Reform Model

- Institute for Student Achievement Whole School Reform
- Positive Action Strategy
- Small Schools of Choice
- Success for All

Early Learning Model

- expands or establishes a high-quality preschool program
 - offers full-day kindergarten
 - uses data to identify and implement an instructional program that is researched-based, developmentally appropriate, and vertically aligned from one grade to the next with state early learning standards
 - provides educators, including preschool teachers, with time for joint planning across grades
 - provides ongoing, high-quality, job-embedded professional development
- Preschool classrooms should use highly qualified teaching staff: Effective 2018:*
- Teachers: 153-Pre-K/K endorsement
 - Assistant Teachers: AA with a minimum of 12 credits in early childhood education

Pathways to Success

- requires design of middle through high school system with clearly defined career pathways for all students
- incorporates early college and career academy design principles
- provides dual credit, advanced learning opportunities for all students at no cost
- increases teacher and school leader effectiveness
- uses data to identify at-risk populations and students least likely to attend college and provide interventions to support these students

Minutes for School Improvement Grant Stakeholders Meeting

Woolfolk Middle School

April 19, 2017

Mr. Hampton opened the meeting with a welcome and introduction of the District Leadership Team members. Then, he stated the purpose to today's meeting and expressed the need for parental involvement in order help the school obtain the SIG Grant.

Dr. Hill was first on the agenda to introduce the School Improvement Grant Intervention Models. Those models included; Transformation, Turnaround, Whole School Reform, Closure/Restart, Early Learning, and Pathways to Success. After explaining the models, he identified the best one that the district should pursue to move our schools forward.

Mr. Hudson then took the podium and expressed the need for the SIG Grant and shared his vision for the high school based on current test data, his staff, and students. He stated that, "These funds can help provide a better education for our students. They can also allow us to hire individuals that will help move our students forward, transforming our schools." Therefore, he concluded that his school has chosen to pursue the transformation model.

Mr. Hampton stated that, "Woolfolk Middle School has chosen the transformation model as well. We have an opportunity to receive from fifty thousand up to five million dollars, but parental involvement is needed to make this happen. It's hard to get highly quality teachers to come to this area, so we can use this money to offer incentives to motivate teachers to come to the delta." Handouts were given prior to the meeting. Mr. Hampton explained each handout and encouraged parents to think of things that the school can use this grant money for to improve our schools academically. After explaining the survey and questionnaire, Mr. Hampton opened the floor for any questions. No questions were posed by the floor.

Dr. Edwards made a few remarks. He thanked everyone for attending the meeting and asked that we continue to support the schools so that we can improve the lives of our children. He stated that "Excellence is our Expectation"

Dr. Hill re-iterated the purpose of this meeting and expressed that the deadline is May 5th. Tonight's meeting is for us to gather information from all stakeholders and the next meeting will include the leaders sharing what information they obtained. He closed by encouraging parents and other stakeholders to list ideas that coincide with our school's vision and goals.

Mr. Hampton acknowledged his faculty/staff members present and made closing remarks. A follow-up meeting will be held April 27, 2017 at 5:00 P.M. at the Yazoo City High School.

Woolfolk Middle School
209 East Fifth Street ~ Yazoo City, MS 39194
(662) 746-2904/FAX (662-746-8609
Mr. Torrey A. Hampton, Principal
Ms. Deloris Scott, Assistant Principal

Our Vision

Woolfolk Middle School is dedicated to creating a safe, orderly, nurturing environment that allows scholars to excel socially, emotionally, and academically in a global technological society.

Our Mission

Woolfolk Middle School's mission is to provide a quality education to our scholars in order for them to compete in a global technological society.

Parent Academy/SIG Meeting Sign In Sheet

Wednesday, April 19, 2017

Name	Name
Tammy Moore Johnson	Jalen Buchanan
Al Eason	Amorie Watson
Cvetall Winters	Thomas Winters
Stephanie Gainwell	Cinliya Grayen
Stephanie Gainwell	Vinyia Young
Sylvia West	Gloriuna West/Sylviana W
Sharon Allen Staff	Atha Ruc.
Dawanda Fisher Staff	Jamie Bie
Brandy Allen	Rezene Patterson
Echel Warren	Brittany Morrow
Mary Stewart	Jerrianna Stewart
Tijana Thompson	Devin Thompson / Daden Mack
Bettieze Fox	Leslie Nelson III + Leslie J. Nelson
Melvin Hubert	TaMarion Hubbard
Anna Steen	Janiya Steen
Vonessa Allred	Roderick Knight

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Parent Academy/SIG Meeting Sign In Sheet

Wednesday, April 19, 2017

Name	Name
Cathriel Ray	Rosonia Stiff / Trakoria Stiff
Jamain Johnson	St. Daniel
James Hill	Makaja Fleming / Jamiah Price
Whitney Thomas	Selena
Fleshia Hollins	Morgan Hollins, Myia King
Jenna Hollins	Destiny Johnson
Keyshay Ketchum	Jahima Manieis
Latrenica Bradfield	Kenia Bradfield / Kemareon Cathy
Lat Brenda Genes	Nicky Newton
Ciesha Genes	Donna
Jessie Brown	Antwan Bristol
April Brown	King Brown / Justus Anderson
Juanda Jones	Jada Richardson / Doreen McDaniel / Felicia Ellis
Felicia Johnson	Favia Richa
Capitol Smith	Corrinna Smith (4th)
Tamara Banks	Kathara McGee

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Parent Academy/SIG Meeting Sign In Sheet

Wednesday, April 19, 2017

Name	Name
Myrae Alexander	Akynia Nixon
Henry Fox	Andre Fox, Jr.
Belletta Glenwood	Clayton Haymer & M'Kichallen
Leida Davis	Tracey/Tedward Wardley
Phonda Winters	Steven Gibbs
Lijola Robinson	Demarcus Robinson / Matthew Wright
Ben Watson	Tommy Watson
Keyshay Hutcherson	Jamyaiah McInnis
Keyshay Hutcherson	Asia Wells
Cotshel Harris	Henry Harris
Angela Lygram	angel Simmons Iberlena Simmons, Yasmine Bryant
judith	
Tiffany Lee	Nakia Lee
Isabel Hunter	Deven Drown
Nicko Johnson	Joshynn Johnson

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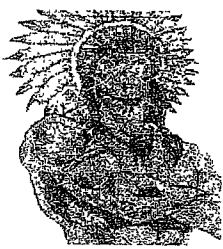
Parent Academy/SIG Meeting Sign In Sheet

Wednesday, April 19, 2017

Name	Name
Vanessa Crowder	Brandace Crowder
Zelda Butler	Die Baker
Stanley Carter	Michael Carter
Calandrea Freeman	Coltarious, Deasia Freeman
Jamara Bullock	Samaria Bullock
Evelene Hill	Ehane Byron
Lakudai Thompson	J'Anna Thompson
(3) Wainwright	Destiny Davis
David Goss	Chancey Tisun
Chia Jones, Lakisha, Anya Jones	Elizabeth
Hymey Comptey	Lynell Campbell
Raquia Hollis	Roy Hoo
Wheneed Brown	Shemeka Brown
Offela Antia Peliss	Jeffery Peliss
Monzo Alexander	Monzo & Monzo Alexander
Matthew Jones	Cebresha Jones

Tanekia Robinson - Tekevia Robinson
Kim Porter - Brianna Knox
Marshella Edwards - Marissa Edwards
Vicki Webster - Charity Webster
Crystal Banks - Zachary White

Miriam Banks
Tonya Robinson - Yairvin Little, Trinity Causley
Tishatay Hampton - Tyler Brown



YAZOO CITY HIGH SCHOOL
"Moving Towards a New Standard of Excellence"

1825 MARTIN LUTHER KING DRIVE

YAZOO CITY, MS 39194

PHONE: 662-746-2378 FAX: 662-746-3779

Mr. Lawrence Hudson, Principal

Christi Wood, Assistant Principal Damian Collins, Curriculum Specialist

GOALS: Graduate Every Senior, Become a "C" School, Improve Teacher and Student Attendance, Improve ACT Scores, Decrease Out of School Suspensions

School Improvement Grant Stakeholders Meetings
April 27, 2017
AGENDA

- | | |
|-----------------------------------|---------------------------------------|
| 1. Plans | Dr. Fredrick Hill |
| 2. Proposals | L. Hudson & T. Hampton |
| 3. Q & A | |
| 4. Survey/Questionnaire | |
| 5. State Test Updates | Subject Area Teachers |
| 6. Follow-up Meeting Announcement | |
| 7. Closing Remarks | Dr. Darron L. Edwards, Superintendent |

Our vision is to become an "A" school through the collaborative efforts of all concerned stakeholders

APPENDIX 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

YAZOO CITY MUNICIPAL SCHOOL DISTRICT
Dr. Darron L. Edwards, Ph.D., Superintendent of Education

SCHOOL BOARD MEETING AGENDA
April 3, 2017 @ 10:00 AM

- I. Call to Order and Invocation (Policy BCBF)**
- II. Consideration for Approval of Adoption of Agenda (Policy-BCBD)**
- III. Consent Agenda (Policy BCBL)**
 - A. Consideration for Approval of Personnel
 - B. Consideration for Approval to Apply for School Improvement Grant (SIG)
100g
 - C. Consideration for Approval of Educational Services / Academic and
Instructional Coaching (ACT Prep)
- IV. Adjournment**

YAZOO CITY MUNICIPAL SCHOOL DISTRICT

Yazoo City, MS

Special-Called School Board Meeting

Monday, April 3, 2017

10:00 AM

Board Members Present

Dave Collins, School Board President via Teleconference

Lula Starling, School Board Vice President

Vanessa Crowder, School Board Secretary

Pattie Taylor-Wright, School Board Member

Others Present

Dr. Darron L. Edwards, Superintendent

Board Absent

Zelda Barber-Baker, School Board Member

Call to Order and Invocation: The Special-Called School Board Meeting of the Yazoo City Municipal School District convened on Monday, April 3, 2017 at 10:07 am in the Central Office Board Room at 1133 Calhoun Avenue, Yazoo City, MS. The meeting was called to order by the School Board President Dave Collins via teleconference and commenced with an open meeting.

The invocation was delivered by Superintendent Dr. Darron L. Edwards.

Consideration for Adoption of Agenda: On the motion by Pattie Taylor-Wright and a second by Vanessa Crowder, the Board voted and approved Consideration for Adoption of Agenda. Votes cast on the motion: Dave Collins via teleconference, Lula Starling, Vanessa Crowder, and Pattie Taylor-Wright. Votes cast against the motion: none

Consent Agenda (Policy BCBL):

Consideration for Approval of Personnel: Item to be discussed in Executive Session.

Consideration for Approval to Apply for School Improvement Grant (SIG) 100g: On a motion by Vanessa Crowder and a second by Pattie Taylor-Wright, the Board voted and approved Consideration for Approval to Apply for School Improvement Grant (SIG) 100g. Votes cast on the motion: Dave Collins via teleconference, Lula Starling, Vanessa Crowder, and Pattie Taylor-Wright. Votes cast against the motion: none

Consideration for Approval of Educational Services / Academic and Instructional Coaching (ACT Prep): On a motion by Vanessa Crowder and a second by Pattie Taylor-Wright, the Board voted and approved Consideration for Approval of Educational Services / Academic and Instructional Coaching (ACT Prep). Votes cast on the motion: Dave Collins via teleconference, Lula Starling, Vanessa Crowder, and Pattie Taylor-Wright. Votes cast against the motion: none

EXECUTIVE SESSION:

On a motion by Pattie Taylor-Wright and a second by Lula Starling, the Board voted and approved to go in Executive Session / Closed Session to discuss Consideration for Approval of Personnel. Votes cast on the motion: Dave Collins via teleconference, Lula Starling, Vanessa Crowder, and Pattie Taylor-Wright. Votes cast against the motion: none

Consideration for Approval of Personnel: On a by Lula Starling and a second by Pattie Taylor-Wright, the Board voted and approved Consideration for Approval of Personnel. Votes cast on the motion: Dave Collins via teleconference, Lula Starling, Vanessa Crowder, and Pattie Taylor-Wright. Votes cast against the motion: none

On a motion by Pattie Taylor-Wright and a second by Lula Starling, the Board voted and approved to go into Open Session. Votes cast on the motion: Dave Collins via teleconference, Lula Starling, Vanessa Crowder, and Pattie Taylor-Wright. Votes cast against the motion: none

Adjournment: On a motion by Lula Starling and a second by Pattie Taylor-Wright, the Board adjourned at 10:25 am. Votes cast on the motion: Dave Collins via teleconference, Lula Starling, Vanessa Crowder, and Pattie Taylor-Wright. Votes cast against the motion: none

YAZOO CITY MUNICIPAL SCHOOL DISTRICT

Yazoo City, MS

Special-Called School Board Meeting

Monday, April 3, 2017

10:00 AM

The Yazoo City Municipal School District will utilize the Lead Partner evaluation tools, memorandum of understanding and model Request for Proposals as provided by the Mississippi Department of Education.

Yazoo City Municipal School District
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2015

Section I: Summary of Auditor's Results

Financial Statements:

1. Type of auditor's report issued: Unmodified.
2. Internal control over financial reporting:
 - a. Material weakness(es) identified? No.
 - b. Significant deficiency(ies) identified? None reported.
3. Noncompliance material to financial statements noted? No.

Federal Awards:

4. Internal control over major programs:
 - a. Material weakness(es) identified? No.
 - b. Significant deficiency(ies) identified? None reported.
5. Type of auditor's report issued on compliance for major programs: Unmodified.
6. Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133? No.
7. Identification of major programs:

<u>CFDA Numbers</u>	<u>Name of Federal Program or Cluster</u>
10.553 & 10.555	Child Nutrition Cluster
84.027 & 84.173	Special Education Cluster

8. Dollar threshold used to distinguish between type A and type B programs: \$300,000.
9. Auditee qualified as low-risk auditee? No.

Section II: Financial Statements Findings

The results of our tests did not disclose any findings related to the financial statements that are required to be reported by *Government Auditing Standards*.

Section III: Federal Award Findings and Questioned Costs

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

LEA Planning Team

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

Please identify all planning team members, including title.

Dr. Darron Edwards, Superintendent

Torrey Hampton, Middle School Principal

Micheal Johnson, High School Principal

Lawrence Hudson, Professional Development Coordinator

Tracey Gregory, Elementary Principal

Bettye Fox, Parent/Homeless Liaison

Joyce Campbell, Parent Liaison

Miranda Purvis, Librarian

Bernita Washington, Parent

Dr. Robert Green, Community

Romeka Mack, Teacher

LEA Plan - Demographics

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

Student Demographics (Enrollment) (Totals for All Schools)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	2403	1178	1225	6	2359	2	0	25	11	2403	294	0	0	0	0
2015-16	2418	1173	1245	5	2388	2	0	14	9	2418	318	0	0	0	0

District Data

Year	Student ADA	# of Teacher PD Absences
2014-15	2217.72	1457.1
2015-16	2259.33	777

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

There are currently 2423 students enrolled in the Yazoo City School District. The gender makeup of the district is 48.98% female, 51.01% male. Racial makeup is 98.17% African American with less than 1.83% Whites Hispanics and Multi racial. 100% of the district students are eligible free and reduced lunch. The number of natural disasters in Yazoo County (12) is near the US average (12). Major Disasters (Presidential) Declared: 9 Emergencies Declared: 3 Causes of natural disasters: Floods: 8, Tornadoes: 8, Storms: 7, Freezes: 2, Drought: 1, Heavy Rain: 1, Winter Storm: 1

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

As of the census of 2000, 14,550 people, 4,271 households, and 2,968 families resided in the city. The population density was 1,349.2 people per square mile (521.1/km²). The 4,676 housing units averaged 433.6 per mi² (167.5/km²). The racial makeup of the city was 28.73% White, 69.68% African American, 0.18% Native American, 0.58% Asian, 0.23% from other races, and 0.60% from two or more races. Hispanics or Latinos of any race were 7.47% of the population.

Of the 4,271 households, 37.7% had children under the age of 18 living with them, 31.5% were married couples living together, 32.6% had a female householder with no husband present, and 30.5% were not families. About 27.4% of all households were made up of individuals, and 13.4% had someone living alone who was 65 years of age or older. The average household size was 2.85 and the average family size was 3.49.

In 2013 the median household income was in Yazoo City was \$19,961 and \$37,963 for the State

Educational makeup of Yazoo City Some college or Associates Degree 26%, Less than High School 21%, Bachelors Degree or higher 13%, No schooling 3%,

LEA Plan - Accountability Data

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

Please use most recent year of data

Two-Year School Accountability Designation - Indicate the number of schools for each accountability designation

Year	Priority	Focus	Not meeting AMOs	Meeting AMOs	Reward
2014-15	2	1	2		
2015-16	2	1	2		

Accountability Designation - What are the factors that contributed to your accountability designation? (Such as proficiency, growth, gap analysis, teacher attendance, student attendance, subgroup performance, etc.)

This district experienced numerous changes in leadership and administration throughout the school year. This has a negative impact on school's growth. This factor along with student and teacher attendance has been an ongoing struggle to maintain. Regular teacher attendance is mandatory, otherwise students will not receive the qualitative effect of a conducive learning environment to meet AMOs. Likewise with students.

Two Year LEA Accountability Designation

Year	Reading AMO	Math AMO	AMO Other Academic Indicator	4 Year Graduation Rate	Letter Grade
2014-15	No	No	No	61.1	D
2015-16	No	No	No	74.8	Select...

Accountability Designation - What are the factors that contributed to your accountability designation? (Such as proficiency, growth, gap analysis, teacher attendance, student attendance, subgroup performance, etc.)

The district is located in a rural area which makes it challenging to recruit and maintain highly qualified teachers because of inadequate housing, limited resources both personally and professionally. This coupled with the abrupt change in leadership and administrators are factors that contributed to our accountability designation.

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

☐ N/A If high school is not served

College and Career Readiness 11th Grade ACT Scores (All Schools)

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.

The district's overall ACT score is 14.9 for 14-15 school year. ACT test scores are now being used as a component of measuring teacher effectiveness for English III, English IV, Algebra I and Algebra II teachers. The lack of certified highly qualified teachers and high turnover continues to be a challenge with instructional staff in the district.

Student Promotion Data (% Promoted) (All Schools)

Year	K	1	2	3	4	5	6	7	8
2014-15	95.71%	84.94%	80.51%	71.73%	93.75%	100%	99.35%	99.27%	99.36%
2015-16									

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

Webster Elementary has established a Pre-K program to help build a solid foundation in preparing students to become strong readers. These students entered the program in January 2016 and were given the STAR Early Literacy Assessment Pretest in February 2016. Only 33.3% of the students tested At/Above the targeted level. Teachers and staff worked really hard to help students develop the skills they need in order to achieve a score of 498 or above to begin their kindergarten year. In April 2016, students were given the posttest which revealed 58.3% of students tested have met or exceeded the targeted goal. In 2014-2015, McCoy Elementary had only 53% of the students passing the MKAS Third-Grade Reading Summative Assessment. The April test results reveal that students exceeded the 70% passing goal set by the district for the initial testing window. This progress is contributed to the district making it an instructional practice to continuously monitor and evaluate the school's literacy instructional program to ensure that student outcomes are met and there is a focus on continuous improvement. Woolfolk Middle School has made it a common

practice to triangulate data using STAR, District Assessments, and student reading comprehension growth as measured by the Degrees of Reading Power (DRP). The district has been aggressive with teacher recruitment and retention to try combating the challenges of teacher turnover. Plans are also being devised to continue our teacher mentoring program to help build teacher capacity throughout the district.

LEA Plan - School Climate and Culture

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

Out-of-School Suspensions (All Schools)

	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	3408		3346	
IEP	495	14.52%	415	12.4%
EL	0	0%	0	0%
Asian	0	0%	0	0%
BLK/AA	3375	99.03%	3339	99.79%
His/Lat	0	0%	0	0%
NAM	0	0%	0	0%
White	28	0.82%	0	0%

What discipline issues if any impact student achievement/growth?

Based on the above data, the district realized a decrease in the overall number of days of out-of-school suspensions. Some underlying issues that reduced discipline incidents was the implementation of a School-Wide Positive Behavioral and Intervention Support (PBIS) Systems. The district also provided staff with additional professional development and classroom management strategies to address discipline problems. As a result, a positive, safe, and welcoming environment for all students and staff has been created. Teachers are in a stronger position to provide quality instruction, which consequently has contributed to student growth and achievement.

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

The district has implemented School-Wide PBIS system, to reduce excessive discipline therefore handling discipline in a positive manner. Students are screened to identify students who are in need of tier 2 and tier 3 behavior safety nets. Discipline data is reviewed and analyzed in order to be proactive in addressing behavioral issues throughout the schools; thereby reducing office discipline referrals and other incidents. This will impact individual academic achievement goals and have a positive impact in society. The district expects to reduce the overall number of discipline infractions.

Summarize other factors impacting climate and culture. (optional)

School leaders have raised expectations for all students and established a school environment free of harassment, bullying, and discrimination. All schools have a discipline plan in place that is designed to recognize the appropriate behavior. The district now has a safety resource officers to conduct training sessions to all staff and students. Students with potential behavior problems are screened and provided a plan to help modify their behavior.

LEA Plan - Dimension 1: Student Achievement

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

In addition to state assessments, how will student progress be monitored?

Student progress will be monitored by utilizing STAR, ELS benchmark assessments, DRP assessments, EZ Lesson Planner, and teacher made bi-weekly test. Administrators will be able to quickly interpret data using School Status Accountability Analyzer to track grades, test scores, retention, discipline, and attendance. Classroom teachers and assistants will use Tier 1 and Tier II interventions in small group tutoring/centers for individualized instruction. Computerized assistance will also be provided using USA Test Prep, Fast Forward, Study Island, Stride Academy Assessment, STAR and 3rd grade benchmarks. Teacher support teams meet on a regular basis to discuss students who are having difficulty. Analyzing the effectiveness of the interventions and modifying as needed within grading periods helps low-achieving students meet state academic achievement. IDEA staff works with the students who have IEPs to carry out specially designed instruction to meet the unique needs of a child with a disability. This instruction may be provided in a variety of settings to be sure the child is in his/her least restrictive environment.

How will the LEA use progress monitoring results to identify struggling students? What actions will the LEA take to provide effective, timely, additional assistance to these students?

Principals, Curriculum Specialists, Data Analysts, teachers, mentors, and consultants will use progress monitoring results to determine individual student needs and those who may be at risk. The Curriculum Interventionist and District Intervention Director will work directly with teachers to provide additional learning strategies and techniques to aid in increasing academic performance. All students who are at-risk as identified by MST2, SATP2, PARCC, MAP, Case 21, EZ Lesson Planner Components, STAR, and teacher referrals will receive tutorial services through Extended Day/Saturday and Extended Year Programs, available through school improvement and Title I. The use of technology such as computers and smart boards will be utilized to access resources that are aligned with the state standards.

How will the analyses of student achievement data guide district staff in determining professional development activities?

District staff will determine professional development activities based upon the needs assessment and teacher surveys, review of data, and other areas of concern. Professional development activities will include on/off campus workshops, seminars and conferences that address Mississippi Standards for College and Career Readiness, teaching methods, use of technology in the classroom, how to analyze data, classroom management and school safety.

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0**Teacher Retention Trends**

	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
Year	#	%	#	%	#	%	#	%
2014-15	24	19	40	32	38	30	24	19
2015-16	37	35	22	21	27	25	20	19

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

Yazoo City School District personnel recruit teachers by recruiting at colleges and universities in Mississippi, Teach for America, hosting career fairs in the district, attending MSDE career fair, posting vacancies on district website, newspaper, MSDE Teacher Center website, as well as use district staff to communicate with others on district need for teachers. Applicants meeting the highly qualified teacher standard are interviewed and selected based upon the need. Yazoo City Municipal School District is located in a critical needs area, therefore, the district uses the Mississippi Department of Education initiatives to attract teachers to the district, as well as district initiatives that include mentoring, training and support to prepare them for the challenging work that is required. New teachers are required to participate in New Teacher Orientation. To help retain the teacher, new teachers are paired with a mentor to make sure they have collegiate support as well as meet with them on a monthly basis to provide additional training, nurture and help retain the teacher. Teachers are evaluated through the M-Star system.

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

The district only considers paraprofessionals that are highly qualified. The Yazoo City School District makes every effort to actively recruit highly qualified staff. We participate in state career fairs and college career fairs and place vacancies on the Mississippi Department of Education list. To ensure that we maintain highly qualified teachers and paraprofessionals, we provide training in the following areas to assist teachers:

- Understand and use data and assessment to improve classroom practice, student learning and behavior
- Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency.
- College and Career Readiness Training
- The district also provides Professional Development sessions to assist teachers and paraprofessionals who are striving to become highly qualified teachers.

Over the summer the district provided opportunities to a number of training opportunities that carry CEU's. The summer professional development

activities are meshed with the reflected district needs and cover both regular education and special education. Therefore, teachers can get the information they need for successful instruction while earning the CEU's they need for license renewal.

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

The district's curriculum mirrors the state standards. The leadership teams reviews the strengths and weaknesses of each of the five dimensions. The Curriculum Intervention Specialists at each school site and consultants assist teachers and staff to better meet the needs of students. Instructional assistants are used throughout the district in the classrooms and computer labs. The survey, focus groups feedback, review of research, and achievement data is provided to determine the needed changes.

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

The district uses Case21 for tests and assessments to help prepare for the State Test. They district also uses ELS for practice test and assessments to help monitor and prepare students for assessments. All students who are at-risk as identified by MST2, SATP2, PARCC, MAP, Case 21, EZ Lesson Planner Components, STAR, and teacher referrals will receive tutorial services through Extended Day/Saturday and Extended Year Programs, available through school improvement and Title I. The use of technology such as computers and smart boards will be utilized to access resources that are aligned with the state standards.

Describe the district's instructional plan and how the plan is based on scientific/evidence based research and strengthens the core academic program of the school.

To ensure our solutions are evidenced based research, faculty have completed: alignment and compacting of curriculum to ensure that the rigor within the classroom is at and beyond the tested curriculum. Alignment of master schedule to support time for individualized instruction, and Tier II/III interventions. Teachers and administrators visit and collaborate with other Title I schools within the district

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

These programs increase the amount of instructional time for students to provide them with additional opportunities to learn. Tutors will be used during extended day to provide additional individual instruction in critical areas. To assist students getting to and from extended day, bus drivers will be employed as well.

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 each school.

The teachers are provided instructional materials and the standards. The teachers must review instructional material and assessment information to determine how the materials aligns with the standards and if it aligns with what the goals and objectives of the district.

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YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

Professional Development Planning

Identified Priority Needs	Data Sources
Reading/ Language Arts	Needs Assessment, Test data
Integrating technology into instruction	Needs Assessment, observation

Professional Development - Describe how your professional development plan aligns to the learning forward standards - (learningforward.org).

In an effort to maximize teacher effectiveness, the district designs and implements a professional development plan aligned with the Learning Forward Standards for Professional Learning in compliance with the Mississippi Public Schools Accountability Process Standards 15 and Mississippi State Board of Education Policy 4500 and MS Code 37-17-8. This plan identifies the activities in which certified staff members participate in the Learning Forward Standards for Professional Learning to which the activity aligns. Teachers will attend various workshops and conferences through SRESA, LETRS and other professional organizations in order to enhance classroom instruction and student success such as differentiate instruction and behavior/classroom management. The Curriculum Coordinator will work with Curriculum Specialist who will work with teachers to modify the math and reading pacing guides and lesson plans as needed to ensure that all standards are taught and mastered with the school year.

Interventions will be designed for struggling students. Alignment is reviewed during TLC and data analysis meetings by teachers and interventionist

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 activities are aligned with the Learning Forward Standards and based on the districts Critical Needs Assessments. Research shows that learning increases as class is reduced, especially in lower elementary grades. Studies show that students in smaller classes continue to reap academic benefits through middle and high schools,

especially minority and low income students. Even in the upper grades, teachers can be more successful in increasing students learning when they can provide more individualized attention. Closing the achievement gaps requires opportunities to work with students who need greater assistance

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.

Professional Development activities will be designed to help teachers prepare and plan for differentiated instruction, master instructional standards, and effectively use data to guide classroom instruction and integrate technology into instruction. The professional development activities are systematic, evidence based and will be aligned with challenging state standards. By increasing the effectiveness of teachers, these professional development activities will produce a direct link to a positive impact on student outcomes and help eliminate the achievement gap that separates low-income and minority students from other students.

Professional Development - How will the LEA evaluate the improvement of its instructional leadership practices?

The district will analyze data from different evaluation tools such as Fast Forward, STAR, EZ Lesson Planner, Case 21 Assessments, STRIDE, IReady, progress monitoring instruments, district common assessments, biweekly assessments, as well as teacher surveys to cross reference student growth and achievement to improve instructional and leadership practices

LEA Plan - Dimension 4: Family and Community Involvement

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

Family and Community Involvement

Identified Priority Needs

Parental Involvement

Student Attendance

Data Sources

Surveys/Needs Assessment

MSIS

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

The strengths include the collaboration of quarterly and district-wide meeting held with the Community Members, PTO, P16 Counsel, Parent Liaison and Ministerial Alliance. This has strengthen family and community involvement. A 9-weeks progress report on district and school data is also distributed to parents and community members. A message call-out system is utilized to disseminate updates to parents quickly. Monthly meetings are held at each school. The transparency gives the parents and community stakeholders an opportunity to discuss the needs assessment of the district and provide solutions to raise student achievement and attendance. The challenge include working to increase parent participation.

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

All data is analyzed first at the school level then district level. Principals communicate their data to the school board and also to parents and stakeholders at Title I parent meetings, student report cards, newsletters, other parent meetings and through our active parent website.

LEA Plan - Dimension 5: School Context and Organization

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

Pupil/Teacher Ratios (Enter response in the format x : y or 25 : 1 for example)

Year	K	1	2	3	4	5	6	7	8
2014-15	25:1	23:1	25:1	26:1	26:1	26:1	14:1	12:1	14:1
2015-16	22:1	22:1	25:1	26:1	21:1	26:1	19:1	21:1	17:1

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

Research has shown smaller class sizes in lower grades will increase student learning. An ELA teacher will be utilized in grades 1, 2 and 3 to reduce class size to ensure students readiness to pass the Third Grade Gateway Assessment. Due to 81.1% of students passing the Third Grade Gateway Assessment, we believe small group instruction may improve student achievement.

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☐ Not a recipient of Title III – English Learners grant

1. Briefly describe the progress monitoring that occurs for EL students to determine if they are experiencing academic difficulty due to linguistic needs.

2. Describe the commonly used interventions utilized by the ESL teacher when providing limited service to students experiencing academic difficulties due to linguistic difficulties.

3. Describe the commonly used strategies and interventions utilized by classroom teachers to differentiate instruction for EL students.

4. Describe how the LEA will improve the instruction and assessment of English Learners.

5. Describe how the LEA will increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing English language proficiency and student academic achievement.

6. Based on the needs assessment, describe the project goals and activities that will be developed, implemented, and administered.

7. Describe the LEA's methods for identifying and assessing the students to be included in the English language instruction educational program.

8. Describe the LEA's educational theory and goal(s) for its program of services.

9. Describe how the LEA is developing and implementing new language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth, including early childhood education programs, elementary, and secondary school programs.

10. Describe how the LEA is carrying out existing language instruction educational programs and academic content instructional programs for English learners and immigrant children and youth.

11. Describe how the LEA will improve the instructional program for English learners by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures.

12. Describe how the LEA will provide tutorial and academic or career and technical assistance, intensified instruction, this instruction may include materials in a language that the student can understand, interpreters, and translators.

13. Describe how the LEA will improve the English language proficiency and academic achievement of English learners.

14. Describe the LEA's procedures for designating individuals to include on the student evaluation team (SET), responsibilities of the team, and the person(s) responsible for oversight of the SET.

15. Describe the LEA's methods and procedures for transitioning and/or exiting students from the English language instruction educational program and for monitoring their progress for a period of two years.

16. Provide a summary of how the LEA will provide effective professional development to classroom teachers, principals, and other school leaders, administrators and other school or community-based organizational personnel.

17. Provide a summary on how the LEA will enhance the ability of teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners.

18. Describe how the LEA will provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for English learners.

19. Describe how the LEA will provide and implement other effective activities and strategies that will enhance parent, family, and community engagement activities.

20. Describe how the LEA is providing community participation programs, family literacy services, and parent and family outreach and training activities to English learners and their families.

21. Describe how the LEA will provide assistance to parents and families, supporting them as they work to strengthen their children's academic performance and become more engaged in the educational process.

☐ Not a recipient of Title III – Immigrant Children and Youth grant

LEA Plan - Immigrant Children and Youth

Immigrant children and youth are: aged 3 through 21; were not born in any state or U.S. territory; and have not been attending one or more schools in any one or more states for more than three full academic years.

Language Data - Indicate the number of immigrant children and youth and the number of languages represented as well as the name of those languages.

	Number of Immigrant Children and Youth	Number of languages represented	List different languages
2014-2015			
2015-2016			

Achievement Data - Indicate the academic achievement of Immigrant Children and Youth and their English-speaking peers as measured by reliable and valid test or assessment instruments.

Grade	% of Advanced		% of Proficient		% of Basic		% of Minimal	
	IG	Peers	IG	Peers	IG	Peers	IG	Peers
K								
1								
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1. Describe the project goals and activities that will be developed, implemented, and administered.

2. Describe the process that is in place for evaluating the effectiveness of the project or activity supported with Title III Immigrant Children and Youth funds.

3. Describe how the Immigrant Children and Youth funds will be used for the identification, development, and acquisition of curricular materials, educational software, and technologies to be used in the programs.

4. Describe how the LEA is using Immigrant Children and Youth funds to increase family literacy, parent and family outreach, and families' capacities to become active participants in the education of their children.

5. Describe how the LEA will coordinate activities with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services.

6. Describe how the LEA will recruit and support personnel including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth.

7. Describe how the LEA is providing provisions of tutorials, mentoring, and academic or career counseling for immigrant children and youth.

8. Describe how the LEA will use funds to provide basic instructional services that are directly attributable to the presence of immigrant children and youth, including the payment of costs of providing additional classroom supplies, cost of transportation, or such other costs as are directly attributable to such basic instructional services.

9. Describe how the LEA will use additional instructional services that are designed to assist immigrant children and youth to achieve in elementary and secondary schools, such as programs of introduction to the educational system and civics education.

LEA Plan - IDEA Annual Performance Report Data (APR)

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LEA Plan - Prioritized List of Needs

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

Summarize what's working in your LEA and why?

Increasing the number of after school tutors in 3rd grade created small group learning, which resulted in an increase in student performance on the 3rd grade test

Placing Curriculum Interventionist/Specialist in each school has helped teachers improve learning techniques to increase student achievement. They have been successful in providing strategies on instructional matters and give teachers the opportunity to provide feedback from classroom observations to improve their teacher technique.

Providing Pre-K classes allows the school district to prepare students academically and socially for Kindergarten.

Parent Liaisons at each site have been instrumental in increasing parent participation and keeping parents informed on how to best help their children.-

Summarize what's not working in your LEA and why?

Summarize what's not working in your LEA and why?

The district set goals and reviewed and revised them but the district did not meet the set goals that were set. The district's ability to attract and retain certified teachers due to the lack of housing, job placement for spouses/significant others and entertainment. Teachers have to play catch up with students that have been passed through the system without being prepared for the next grade.

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.

Recruit Highly Qualified Teachers

Increase student achievement in English/Language Arts/Mathematics and Science

Increase Graduation Rate

Instructional Strategies

Integration of technology into instruction

Parental Involvement

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - LEA Plan - Rev 0

Plan Items ()

6 1) Reading/Language Arts

Description:

By Spring 2017, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts as measured by the Mississippi Assessment Program.

Performance Measure:

The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires. State reporting, as identified in Section 1111(h)(1)(C)(i).)

S 1.1) After School/extended year activities

Description:

Incorporate appropriate activities after school, during the summer, and during an extension of the school year to improve student academic achievement.

AS 1.1.1) Tutorial Program

Description:

After School/extended school year services will be provided for students to receive tutorial. The main area of focus will be literacy, math and technology.

Benchmark Indicator:

Increased student performance

Person Responsible:

Principal

Estimated Completion Date:

6/30/2017

Funding Application	Grant	Notes	Amount
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Consolidated	Title I-A	Salary/benefits of tutors, supplies	\$45,877.86
	Title I-A	Extended year salary/benefits, supplies	\$25,990.33
Total			\$71,868.19

§ 1.2) High quality professional development of instructional staff

Description:

Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

AS 1.2.1) Professional Development Improve Student Performance

Description:

Provide funding to support professional development activities which include partnering with external consultants for instructional coaching, modeling, and instructional strategies. Employ and utilize Curriculum Interventionist and Professional Development Coordinator to provide ongoing, high quality professional development for teachers and paraprofessionals to improve student performance. The Curriculum Interventionist and Professional Development Coordinator will conduct classroom observations, professional learning communities, provide instructional coaching and professional development sessions. Fund teacher assistants to help reinforce the lessons by working with individual students or small groups of students. Provide travel, dues, fees and materials to support professional development in all areas to include but not limited to school improvement, content standards, etc.

Benchmark Indicator:

Increased percent of students scoring proficient on state assessment

Person Responsible:

Principal, Curriculum Interventionist, Prof. Dev. Coordinator

Estimated Completion Date:

5/26/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	consultants, travel, fees, per diem, etc	\$185,571.68
	Title I-A	Salary/benefits: Curr. Interventionist, 7 Asst.	\$540,544.81
	Title II-A	Salary/benefits: Prof. Dev. Coord., travel, fees	\$188,968.00

Total \$915,084.49

S 1.3) Technology that Impacts Teaching & Learning

Description:

Use technology to impact the quality, content and structure of teaching and learning focused on results.

AS 1.3.1) Technology in the Classroom

Description:

Purchase technology to include but not limited to software, computers, chromebooks, smartboard, computer carts, tablets, etc. to provide individual, small group, and whole class learning experiences. Providing technology in the classroom shifts the classroom experience to a more collaborative environment. Technology assist teachers and students to prepare for a future deeply rooted in technology.

Benchmark Indicator:

Increase the percent of students scoring proficient of state assessments

Person Responsible:

Principals, Computer Lab assistants, Teachers

Estimated Completion Date:

5/26/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Equipment	\$157,918.68

AS 1.3.2) Educational Media Services

Description:

Secure software, equipment, computer lab assistants to provide services to students inside and outside of the computer labs. The computer lab assistants will assist in the maintenance of classroom technology.

Benchmark Indicator:

Increase the percent of students scoring proficient on state assessments

Person Responsible:

Computer lab assistants

Estimated Completion Date:

5/26/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Computer lab assistant salary/benefits	\$110,458.48

S 1.4) Parent Education Involvement

Description:

Provide workshops, material and other training opportunities to support parents in helping their children improve in reading and language arts.

AS 1.4.1) Parent Liaisons, Parent Center Aide

Description:

Parent Liaisons will be funded at each school to bridge the communication between school and home by helping parents get the information needed to ensure their child's academic and social success in school is met. Parent Center Aide will work with all school sites to assist Administrators, teachers, and parents.

Benchmark Indicator:

Increase student achievement and parental involvement

Person Responsible:

Principal

Estimated Completion Date:

6/30/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	4 parent liaisons, 1 parent center aide, supplies	\$154,570.21

§ 1.5) Teacher Recruitment and Retention

Description:

Implement strategies to improve teacher recruitment and retention.

AS 1.5.1) High quality teachers will teach all students

Description:

Utilize funds to partner with Teach for American, assist not highly qualified teachers, teaching in a core academic subject pass the Praxis in the core academic subject they are teaching or assist with obtaining the necessary college credit in the core academic subject. District will pay the costs up to \$300 of tests required of new teachers to determine whether they have subject matter competency and to assist them in meeting State certification requirements

Benchmark Indicator:

Increase teacher retention

Person Responsible:

Federal Program Director, Principal

Estimated Completion Date:

5/26/2017

Funding Application			Amount
Grant	Notes		
Consolidated	Title II-A	Assistance with testing fees, Teach for America	\$56,000.00

§ 1.6) Prevention/intervention (Reading & Mathematics)

Description:

Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

AS 1.6.1) Pre-K Program

Description:

Provide a Pre-K Program which includes salaries and benefits, professional development, travel, per diem, dues and fees, technology and instructional supplies

Benchmark Indicator:

Kindergarten readiness and success on state assessment. All Pre-K will meet or surpass the state benchmark

Person Responsible:

Principal

Estimated Completion Date:

5/26/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Pre-K teacher and assistant	\$76,350.00

2) Federal Programs Administration and Guidance

Description:

The federal programs director will administer and monitor federal programs to ensure funds are used to supplement efforts of student achievement.

Performance Measure:

Ensure compliance with all indicators as outlined by Federal Programs

2.1) Federal Program Administration

Description:

Ensure federal funds are utilized to provide supplemental services. Provide resources such as copier machine expense, indirect costs to support supplemental program, travel, supplies, dues and fees.

2.1.1) Program Administration

Description:

A federal programs director, bookkeeper, and partial salary/benefits of a curriculum director will be funded with federal funds. Provide resources such as copier machine expense, indirect costs to support supplemental program, travel, supplies, dues and fees.

Benchmark Indicator:

Monitoring visits

Person Responsible:

Federal Program Director:

Estimated Completion Date:

6/30/2017

Funding

Application

Grant

Notes

Amount

Consolidated

Title

Administrative Costs and Indirect Costs

209,251.12

3) Mathematics

Description:

All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

Performance Measure:

The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)

3.1) High quality professional development of instructional staff

Description:

Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

3.1.1) Classroom Observation

Description:

Employ a curriculum director and curriculum specialist to provide job-embedded professional development. Curriculum director will assist the federal program director by ensuring classrooms are observed and identify areas of instruction that need improvement.

Benchmark Indicator:

Increase the number of students that score proficient

Person Responsible:

Curriculum Director, Principal, Teachers

Estimated Completion Date:

5/26/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Funding included with Reading/Language Goal	\$0.00

AS 3.1.2) Supplemental Education Resources

Description:

Purchase supplement education materials, instruction supplies, copier maintenance/overage, manipulatives, software, and other materials to improve student outcome.

Benchmark Indicator:

Increase the percent of students scoring proficient on the state assessments

Person Responsible:

Principals, Teachers, Curriculum Specialist

Estimated Completion Date:

5/26/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A	Funds includes resources for Reading/Language	\$99,618.83

G 4) Graduation

Description:

For 2017 school year, 100% of students will graduate from high school.

Performance Measure:

The percentage of students who graduate from high school--disaggregate by race/ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged.

S 4.1) Supplemental Educational Software

Description:

Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district that

can be used for intervention, remediation, credit recovery and credit attainment.

4.1.1 Credit Recovery

Description:

Students who are missing credits will be given the opportunity to participate in credit recovery courses. Teachers, computer lab assistants will utilize the software to provide remediation and intervention for high school students.

Benchmark Indicator:

Increase in high school graduation rate to 100%

Person Responsible:

High School Principal

Estimated Completion Date:

5/26/2017

Funding Application Consolidated	Grant Title-A	Notes	Amount
		Funding included with Reading/Language Goal	\$0.00

School Plan - Demographics

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

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	451	217	234	0	445	1	0	4	1	451	53	0	0	0	0
2015-16	472	237	235	0	470	1	0	0	1	472	64	0	0	0	0

School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	422.9	327.5	
2015-16	442.61	248	

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

Woolfolk Middle School (WMS) is an inner city, neighborhood school located in Yazoo City, MS, which is a part of the Mississippi Delta. The school service scholars in grades 6-8, with a population of approximately 500 scholars. The school also serves as one of the voting polls for the city. The socioeconomic status of the stakeholders of the school range from low to high.

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

The community around Woolfolk Middle School consists of homes that are dilapidated, a community park, a corner store, and a nearby detail shop. There is a set of railroad tracks directly behind the school that is frequented by commuter and passenger trains. In addition, many community entities use the school's gym frequently to host events.

School Plan - Accountability Data

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

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 checked="" 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.

When looking at the data from 2014-2015 and 2015-2016, the school saw gains in the areas of ELA and 8th Grade Science. In 2014-2015, we only had 8.1% who scored proficient in mathematics. There was only 27.3 % of the scholars who scored proficient in 8th grade Science as well. These scores can be attributed to a few factors. The knowledge level of the teachers in those areas were lacking the skills necessary to conceptually teach the subject area.

Eight Grade Language Arts did show improvement in their overall scores.

Challenges:

- Eight Grade Science switched teachers in the middle of the year.
- The teacher who is teaching the course now moved to the position in January 2016.
- Two of the four math teachers were teaching out of area. They just recently became certified after attending CHAMPS this summer and passing the required exams.
- Prior to January 2015, the school was not safe and had a high number of referrals.

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	26.5	10.2	8.1	7.8	27.3	28.1		
Growth All Students	59.5	42	32.5	52.1				
Growth Low 25%	57.8	55	57	73.5				99.2
2014-15					2015-16			
Accountability Grade	F				F			
Total Points	269				269			

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

The growth for the bottom 25% and growth for all of our scholars improved in mathematics from 2014-2015. ELA decreased in all three boxes. Science proficiency increased by 0.8% from the previous year.

Challenges:

- a) Teacher turnover in ELA
- b) Lack of job-embedded professional development
- c) Inadequate Resources
- d) School Culture

High Schools

	English		Algebra		Biology		US History		Acceleration		Participation Rate		Graduation Rate		College & Career Readiness	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency																
Growth All Students																
Growth Low 25%																
2014-15										2015-16						
Accountability Grade	Select...									Select...						
Total Points																

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

School Plan - College and Career Readiness

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

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.

N/A

Student Promotion Data (% Promoted)

Year	K	1	2	3	4	5	6	7	8
2014-15	0%	0%	0%	0%	0%	0%	99.35%	99.27%	99.36%
2015-16									

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

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.

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

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	1004		749	
IEP	194	19.32%	131	17.49%
EL	0	0%	0	0%
Asian	0	0%	0	0%
BLK/AA	981	97.71%	749	100%
His/Lat	0	0%	0	0%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	23	2.29%	0	0%

What discipline issues if any impact student achievement/growth?

Major referral numbers were consistently high during both school years. Those numbers decreased in 2015-2016.

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

We now have a In School Suspension program designed to promote/ reinforce positive behavior. Next, we have moved to a TEAM approach when it comes to disciplinary measures. Each team has a team manger who accepts scholars who are not complying in a particular class.

Last, we have SWISS and School Staus to help us pinpoint the exact time of day where most of our discipline problems occur.

Summarize other factors impacting climate and culture. (optional)

School Plan - Dimension 1: Student Achievement

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

Language Arts

Year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	SATP2/Eng. II
2015	Select...	Select...	Select...	Select...	***SA 25.50	***SA 18	***SA 14.30	Select...
2016	Select...	Select...	Select...	Select...	STAR 13	STAR 12	STAR 14	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.

The numbers for ELA in grades 6th -8th were low. This assessment was given at the beginning of the school year to judge the knowledge base our scholars came in with.

The lack of quality summer programs for the school is another mitigating factor.

There was an increase in this area for 2014-2015 on PARRC.

Mathematics

Year	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Algebra I
2015	Select...	Select...	Select...	Select...	***SA 4.6	***SA 2.30	***SA 4.50	Select...
2016	Select...	Select...	Select...	Select...	STAR 26	STAR 29	STAR 39	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.

On the STAR Assessment, the math scores were higher than the ELA scores. As a math department, my teachers will be work collectively to cover the standards with fidelity. This assessment will be given each month to progress monitor their learning.

Teacher turnover had a lot to do with the scores in mathematics. Teachers were working on their certification and the previous principal had moved teachers around once he came in January 2015.

Subject Area Data Grades 9-12

Year	Algebra	Biology	English	U. S. History
2015	Select...	Select...	Select...	Select...
2016	Select...	Select...	Select...	Select...

****SATP2/SATP3 Assessment (% Proficient and Above)**

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

ESEA Annual Measurable Objectives

Reading/Language Arts		2014-2015		2015-2016	
Group		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		2014-2015		2015-2016	
Group		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.

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

Teacher Retention Trends

Year	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
	#	%	#	%	#	%	#	%
2014-15	1	3	2	6	6	19	2	6
2015-16	10	34	3	10	7	24	3	10

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

As a district, we attend the local Career Fairs at many of the universities and colleges within a one hundred mile radius. Next, I treat my teachers with respect, give them what they need, and assist them whenever possible. As it relate to evaluations, my assistant principal and I complete fifteen informal observations per week. Also, teachers conduct bi- weekly peer evaluations, with feedback given within 24 hours.

Secondly, the entire staff is feed breakfast every month. Teachers with perfect attendance are awarded with lunch off campus.

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

When applicants apply to the district, they go through the hiring process. Once the application is pulled and sent to the school, I do the same. The potential teachers are interviewed, screened, and go through a background check.

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

During the first semester, we didn't have a curriculum person in the building. My assistant and I served dual roles as it relates to curriculum. We had a curriculum specialist come in February 2017. She helps with planning and facilitates PLC meetings.

Through our curriculum department, the District Liaison to curriculum ensures that ALL schools have the needed resources and training as needed and requested.

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

We use Moby Max for ELA and we use IXL.com for math instruction. Last, we utilize Study Island for 8th Grade Science. As of right now, these

programs are used in the labs of all three grade levels. Our subject area teachers use information from team meetings to determine what skills are used in our labs.

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.

Our school plan is simple. It starts with common planning in all subject areas. The next step is preparing and organizing common formative assessments, then common or by weekly assessments every two weeks. Teachers create their own assessments which are aligned with the standards. We are able to utilize our testing banks and online testing system to give these assessments.

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

As of right now, we have not used any funds to extend the learning day. We do have an after school program through our 21st Century provider; CHEER.

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.

Teachers are represented in the SLT by their team leaders. During data meetings, teachers give input on instructional strategies as we plan bi-weekly lessons.

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

Professional Development Planning

Identified Priority Needs

Technology, Job-Embedded Professional Development

Data Sources

Case 21; STAR Data; MAP

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

Well, our focus will be integrating technology in our tested areas so that we are able to use our promethean boards, student chrome books, and other multimedia opportunities. We will also go through professional development, but not limited too breaking down standards, google training, and accountability training. These training ideas came from breaking down PARRC and MAP data from the last two testing cycles. One of teh biggest areas of PD we have been involved in is writing. Using the MSAP rubric, our teachers know how to design lessons.

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.

We have had two training so far this school year. One focused on breaking down standards so that my teachers know what they are actually teaching. The next was based on the accoountability model for the state. I wanted my teachers toknow how many points we need in order to be a successful or better school. Next, we had part one of writing. In this training, the state writing rubric was discussed and startegies were given to my ELA , Social Studies, and PE teachers. These two groups will serve as support to our ELA teachers. last, we have had two sessions of Google Training. Teachers have been trained to utilize Google Classroom, Google docs, and Google Sheets.

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.

We are a Google district, so my teachers will use "Docs" and "Sheets" to begin creating formative assessments to monitor and adjust instruction in the classroom. Scholars will use their mobile devices and chromebooks to complete these tasks. Using these tools, our teachers are able to use the MAP writing rubric

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

This will be done through data meetings, formal and informal observations, teacher and staff feedback, and learning walks. Also, working with Mr. Moore (Priority School; School Improvement Coach) he will meet regularly with our SLT to address issues and concerns of the turnaround principles.

School Plan - Dimension 4: Family and Community Involvement

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

Family and Community Involvement

Identified Priority Needs

Parental Involvement

Data Sources

Needs Assessment, Surveys

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

Strengths:

- a) Parent Liason
- b) Rising PTSA Memembership
- c) Community Mentorship Program

Challenges:

- a) Low Attendance for Parental Meetings
- b) Lack of External support with Academics
- c) Limited Opportunities

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

We send out notices by our scholars infomring stakeholders and parents of school -related events. We also have a functioning PTSA Facebook Page as well.

Assessments results are coordinated through the SLT, then to the teachers, then to our scholars, then to our stakeholders. This is done through progress reports, our STAR Data reports. The information is shared with our Site Council.

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

The compact is developed by the teachers and administrators. We add various components based on conversations from our parents.

School Plan - Dimension 5: School Context and Organization

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

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							21:1	21:1	21.1
2015-16							16.1	22.1	22.1

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.

Teachers would be able to do more center- related activities, and it would also help with classroom management. We would be able to utilize more modeling and collaboration between staff.

School Plan - Prioritized List of Needs

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

Summarize what's working in your school and why?

Planning and assessing are strengths in our building. Teachers have had the appropriate professional development on creating plans using the UBD template. Also, each subject area are off during the same time for common planning.

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

Math instruction is not one of our strengths right now, especially in the seventh and eighth grade. The teachers are having a hard time with pedagogy, and teaching past the surface level as it relates to the standards. Classroom management is another issue in the building.

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.

Pedagogy
Classroom Mangament
Analyzing data
MTSS Process

District-Level: Provide workshops, material and other training opportunities to support parents in helping their children improve in reading and language arts.

§ 1.5) District-Level: Teacher Recruitment and Retention

Description:

District-Level: Implement strategies to improve teacher recruitment and retention.

§ 1.6) District-Level: Prevention/intervention (Reading & Mathematics)

Description:

District-Level: Provide academic interventions and other focused supplemental supports to improve achievement and close gaps in reading and mathematics.

§ 2) District-Level: Federal Programs Administration and Guidance

Description:

District-Level: The federal programs director will administer and monitor federal programs to ensure funds are used to supplement efforts of student achievement.

Performance Measure:

District-Level: Ensure compliance with all indicators as outlined by Federal Programs

§ 2.1) District-Level: Federal Program Administration

Description:

District-Level: Ensure federal funds are utilized to provide supplemental services. Provide resources such as copier machine expense, indirect costs to support supplemental program, travel, supplies, dues and fees.

§ 3) District-Level: Mathematics

Description:

District-Level: All students will reach high standards, at a minimum attaining proficiency or better in mathematics.

Performance Measure:

District-Level: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on

the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in Section 1111(h)(1)(C)(i).)

§ 3.1) District-Level: High quality professional development of instructional staff

Description:

District-Level: Address job embedded professional development needs of the instructional staff, as identified by teacher evaluation and State assessment results.

§ 4) District-Level: Graduation

Description:

District-Level: For 2017 school year, 100% of students will graduate from high school.

Performance Measure:

District-Level: The percentage of students who graduate from high school--disaggregate by race, ethnicity, gender, disability status, English proficiency, and status as economically disadvantaged.

§ 4.1) District-Level: Supplemental Educational Software

Description:

District-Level: Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district that can be used for intervention, remediation, credit recovery, and credit attainment.

Comprehensive Plan Report

A detailed report showing activity of the school team's work on the improvement plan including assessments, plans, tasks, monitoring, and implementation for selected time periods.

5/5/2017

BETTIE WOOLFOLK MIDDLE SCHOOL NCES - 280477000887

YAZOO CITY MUNICIPAL SCHOOL DIST

Success Indicators

Key Indicators are shown in RED.

District Context and Support for School Improvement

Taking the change process into account

Indicator IC01(1.2) - LEA has developed and implemented a plan to establish a pipeline of potential turnaround leaders.(4594)(SIG/Priority KEY)

Status Objective Met 4/4/2016

Assessment Level of Development: Initial: Limited Development 11/30/2015

Objective Met - 04/04/2016

Index: 6 (Priority Score x Opportunity Score)
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The DLT and principal actively encourage teacher leadership through traditional school-based leadership opportunities, including department/grade level leaders, school improvement team, etc. and school is supported by the school district.

Plan

Assigned to:

Torrey Hampton

How it will look when fully met:

Staff participation in leadership opportunities will be promoted at the school and district level. Short and long term plans for sustainability of school leaders will be developed and supported by the school district and local education partners.

Target Date:

08/04/2016

Tasks:

1. The school administration will actively encourage and foster staff participation in traditional school based leadership opportunities and allow staff members to lead school-based conversations about these experiences and others.

Assigned to:

Torrey Hampton

Added date:

12/02/2015

Target Completion Date:

08/04/2016

Frequency:

weekly

Comments:

Grade level and subject area meetings will continue weekly.

Task Completed:

03/29/2017

2. DLT actively participates and supports staff leadership opportunities.

Assigned to:

DLT

Added date:

12/02/2015

Target Completion Date:

08/04/2016

Frequency: monthly
 Comments:
 Task Completed: 03/29/2017

3. The administration will hold meetings with key stakeholders including local education partners (such as site council, P16, and PTA) to discuss the sustainability of the school.

Assigned to: Torrey Hampton
 Added date: 12/02/2015
 Target Completion Date: 08/04/2016

Frequency: monthly
 Comments: These meetings will continue to occur throughout the school year.
 Task Completed: 03/29/2017

Implement

Percent Task Complete:

Objective Met: 4/4/2016

Experience:

4/4/2016
 The DLT actively participates and supports staff leadership opportunities by providing technical assistance, support, and allocating time and money towards school improvement efforts.

Sustain:

4/4/2016
 The DLT continued support in this endeavor.

Evidence:

4/4/2016
 Please see evidence folder.

Indicator

IC02(1.3) - LEA has developed and implemented policies and practices to support full and effective implementation of school improvement efforts, as necessary.(4595)(SIG/Priority KEY)

Status

Objective Met 4/4/2016

Assessment

Level of Development: Initial: Limited Development 12/02/2015

Objective Met - 04/04/2016

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The LEA supports the Principal's initiatives and has helped to develop and implement practices that help to support the school improvement effort.

Plan

Assigned to: Torrey Hampton

How it will look when fully met:

The DLT and school administrators practice a clear collaborative decision-making process so that all staff works together in making decisions to advance the mission of the school. The DLT and school administrators meet to discuss and adjust policies and practices based on feedback from the staff and data. The DLT and the school are involved in decision making process regarding the attendance of the

school administrators and staff at selected professional development events.

Target Date: 08/04/2016

Tasks:

1. The DLT and school administrators create a clear collaborative decision-making process so that all staff works together as appropriate to make decisions and policies that advance the mission of the school.

Assigned to: Torrey Hampton

Added date: 04/04/2016

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

2. The DLT and the school are involved in the decision making process regarding the attendance of the school administrators and staff at selected professional development events.

Assigned to: Torrey Hampton

Added date: 04/04/2016

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

3. The DLT and school administrators meet as needed to discuss and adjust policies and practices based on staff feedback to effectively support school improvement efforts. Decisions are based on data.

Assigned to: Torrey Hampton

Added date: 04/04/2016

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

Implement

Percent Task Complete:

Objective Met: 4/4/2016

Experience:

4/4/2016

DLT and SLT collaborated to create and implement a decision making process that address policies, professional developments, and school improvement efforts. Decisions were based on data.

Sustain:

4/4/2016

The DLT and SLT will continue to collaborate to make sure the decision making process is continued.

Evidence:

4/4/2016

See evidence folders

Indicator

IC03(2.1) - LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation.(4596)(SIG/Priority KEY)

Status

Objective Met 4/4/2016

Assessment

Level of Development:

Initial: Limited Development 12/02/2015

Objective Met - 04/04/2016

Plan	Index:	3	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	The LEA and school currently are working to develop a structured support system that includes recruitment, placement, induction, and retention of staff.	
	Assigned to:	Torrey Hampton	
	How it will look when fully met:	The DLT and SLT will have and follow policies that address the recruitment, hiring, placement, induction, and retention of teachers. The DLT and SLT will review plans to make adjustments as needed. The DLT will continue to support and give autonomy over staff selection and placement and support throughout process.	
	Target Date:	08/04/2016	
	Tasks:	1. Principal and SLT will develop a written school plan for recruiting and interviewing applicants that includes SLT in the planning and implementing the school's recruitment, hiring, placement, induction and retention processes.	
	Assigned to:	SLT	
	Added date:	12/02/2015	
Implement	Target Completion Date:	08/04/2016	
	Comments:		
	Task Completed:	03/29/2017	
	Percent Task Complete:		
	Objective Met:	4/4/2016	
	Experience:	4/4/2016 Principal worked with DLT to develop recruitment/retention plan to address school's staffing needs.	
	Sustain:	4/4/2016 The principal will need continued support in improving and revising the plan.	
	Evidence:	4/4/2016 See evidence folder.	
	Indicator	IC04(8.1) - LEA and school recruit, screen, select, and evaluate external providers. (4597) (Focus/NotAMOs KEY,SIG/Priority KEY)	
	Status	Objective Met 4/8/2016	
Assessment	Level of Development:	Initial: Limited Development 12/01/2015	
		Objective Met - 04/08/2016	

Index: 4 (Priority Score x Opportunity Score)
 Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The LEA currently has a policy for recruiting, screening, selecting, and evaluating external providers.

Plan

Assigned to: Deanne Austin

How it will look when fully met: The LEA will follow the policy for recruiting, screening and selecting external providers. The contracts with external providers will outline the scope of work, clear responsibilities for each party, deliverables, benchmarks of progress and how success is measured, and goals. LEA and school will monitor and evaluate the outcomes of services, including teacher input, and make adjustments. The DLT, SLT, and all external providers will meet to discuss feedback and data on expected outcomes and goals. Meetings are evidenced through meeting agendas and sign-in sheets. Missed milestones are clearly addressed by the district and external providers are held accountable.

Target Date: 08/04/2016

Tasks:

1. Documentation will be provided describing how the school selects external partners. Copies of the contracts with external providers should include the work (service) the external provider is providing, along with individual responsibilities. The goal or task should be clearly stated in the contract along with goods/services the vendor will provide, the date they will be provided by, and benchmarks for growth.

Assigned to: Deanne Austin

Added date: 12/02/2015

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

2. External provider reports will be provided after each meeting as well as meeting minutes, agendas, and sign-in documentation.

Assigned to: Deanne Austin

Added date: 12/02/2015

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

3. A written protocol will be created to screen external providers.

Assigned to: Deanne Austin

Added date: 04/07/2016

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

Implement

Percent Task Complete:

Objective Met: 4/8/2016

Experience: 4/8/2016

LEA and school established and adhered to written protocol for

	recruiting, screening, and selecting external partners. DLT and school administrators provided feedback on services.
Sustain:	4/8/2016 LEA and school will continue to evaluate and adhere to protocol when selecting external providers.
Evidence:	4/8/2016 See evidence folder.
Indicator	IC05(8.2) - School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals.(4598)(Focus/NotAMOs KEY,SIG/Priority KEY)
Status	Objective Met 4/4/2016
Assessment	Level of Development: Initial: Limited Development 12/02/2015 Objective Met - 04/04/2016
Index:	9 (Priority Score x Opportunity Score)
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	Currently the school able to independently make decisions on how resources are allocated (money, time, personnel, etc.).
Plan	Assigned to: Deanne Austin
How it will look when fully met:	The school's goal will be based on data and supported by the allocation of resources. LEA will continue to provide the principal autonomy for allocating resources. The LEA and school administrators meet regularly to discuss the school budget and make revisions based on data and that are in the best interest of the students.
Target Date:	05/20/2016
Tasks:	1. The principal will maintain autonomy for all available resources for school improvement goals. Assigned to: Torrey Hampton Added date: 04/04/2016 Target Completion Date: 08/04/2016 Comments: Task Completed: 03/29/2017
	2. The principal will ensure staffing reflects and supports the school's action plan. Assigned to: Torrey Hampton Added date: 04/04/2016 Target Completion Date: 08/04/2016 Comments: Task Completed: 03/29/2017
	3. The DLT and principal will meet on a scheduled basis to discuss the school budget and make revisions supported by data. Assigned to: Torrey Hampton Added date: 04/04/2016 Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

4. The principal will ensure teachers and students have access to resources that support the school's action plan.

Assigned to: Torrey Hampton

Added date: 04/04/2016

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

Implement Percent Task Complete:

Objective Met: 4/4/2016

Experience:

4/4/2016

The principal was given autonomy in decision making regarding money, time, and personnel decisions that impacted school improvement goals.

Sustain:

4/4/2016

To continue this work, the principal will need continued support and freedom to make decisions regarding money, time, and personnel.

Evidence:

4/4/2016

See evidence folder.

School Leadership and Decision Making

Establishing a team structure with specific duties and time for instructional planning

Indicator ID08(1.4) - LEA and school have established active leadership teams to support implementation of the school improvement plan.(4599)(Focus/NotAMOs KEY,SIG/Priority KEY)

Status Objective Met 4/4/2016

Assessment Level of Development: Initial: Limited Development 12/02/2015

Objective Met - 04/04/2016

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Woolfolk Middle School currently has a School Leadership Team that meets twice a month. The LEA has a leadership team that meets monthly.

Plan

Assigned to: Torrey Hampton

How it will look when fully met: The SLT and DLT will meet regularly to discuss the school's implementation of the school improvement plan. The SLT will regularly revise policies/practices that support the improvement efforts and utilize data to make decisions that are aligned with the school's mission.

Target Date: 08/04/2016

Tasks:

1. The DLT and school administrators will meet regularly to discuss the school's action plan and school operations to make decisions that enhances or adjust the school's improvement goals.

Assigned to: SLT

Added date: 04/04/2016

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

Implement

Percent Task Complete:

Objective Met: 4/4/2016

Experience:

4/4/2016

The principal meet with both DLT and SLT to establish regular meeting time to address the school action plans, school operations, and school improvement goals.

Sustain:

4/4/2016

The principal should continue meeting with the DLT and SLT during the scheduled meeting times in order to address school improvement efforts.

Evidence:

4/4/2016

See evidence folder.

Indicator

ID11(5.1) - LEA and school collect, monitor, and respond to benchmark/interim data.(4600)
(Focus/NotAMOs KEY,SIG/Priority KEY)

Status

Objective Met 4/7/2016

Assessment

Level of Development:

Initial: Limited Development 12/02/2015

Objective Met - 04/07/2016

Index:

9

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The LEA and school collect, monitor, and respond to benchmark/interim data as evidenced through meeting agendas and minutes.

Plan

Assigned to:

Hattie Taylor

How it will look when fully met:

SLT and staff analyze data regularly to adjust instruction. The District and school administrators and staff meet regularly to discuss students' academic progress and implement supports where necessary.

Target Date:

08/04/2016

Tasks:

2. The principal and staff will establish data walls in the classroom to display student assessment data throughout each nine weeks. Teacher will also keep individual student data information in a data binder

that will be used when planning instruction and for data conversations with students throughout the year.

Assigned to: Denise Robertson
 Added date: 12/02/2015
 Target Completion Date: 08/04/2016
 Comments: Data walls are updated after Star test results and Benchmark exams. The data wall is located in the data room.
 Task Completed: 03/29/2017

3. After each universal screener through STAR assessments (reading and math) and Case 21 Benchmark exams, the staff and SLT analyzes data to adjust instruction.

Assigned to: Deloris Scott
 Added date: 12/02/2015
 Target Completion Date: 08/04/2016
 Comments:
 Task Completed: 03/29/2017

4. The SLT will gather documentation of data analysis and planning based on data analysis through meeting minutes, agendas, and sign-ins.

Assigned to: SLT
 Added date: 12/02/2015
 Target Completion Date: 08/04/2016
 Comments:
 Task Completed: 03/29/2017

Implement

Percent Task Complete:

Objective Met: 4/7/2016
 Experience: 4/7/2016
 DLT, principal, and staff will meet regularly to review and adjust the school's action plan based on the collection of data points and analysis.
 Sustain: 4/7/2016
 The DLT and principal will continue to meet with staff on a regular basis to review and adjust the school's action plan as needed and to discuss students' academic progress.
 Evidence: 4/7/2016
 See evidence folder.

School Leadership and Decision Making

Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction

Indicator: IE03(3.1) - Principal ensures teachers maximize the time available for instruction.(4601)
 (SIG/Priority KEY)

Status: Objective Met 4/4/2016

Assessment Level of Development: Initial: Limited Development 10/12/2015
 Objective Met - 04/04/2016

Index: 6 (Priority Score x Opportunity Score)
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires

		changes in current policy and budget conditions)
	Describe current level of development:	The principal safeguards instructional and professional time and the schedule reflects seat-time requirements and individual teacher planning time.
Plan	Assigned to:	Marika Foreman
	How it will look when fully met:	All teachers maximize instructional time and teach bell-to-bell. Administrators and curriculum interventionists observe in classes based on an observation schedule to monitor the guarding of instructional time.
	Target Date:	08/04/2016
	Tasks:	
	2. The principal safeguards instructional and professional time and the schedule reflects seat- time requirements and individual teacher planning time.	
	Assigned to:	Deloris Scott
	Added date:	12/02/2015
	Target Completion Date:	08/04/2016
	Frequency:	daily
	Comments:	Teachers are provided with a bell schedule which reflects each individual teacher's planning time and to ensure that instructional time is protected.
	Task Completed:	03/29/2017
	3. The principal collaborates with other school administrators and staff to develop expectations, reviewing and revising school schedule and practices, such as the 10-10 rule, bell to bell instruction, classroom instructional agendas with estimated times, and minimum school-wide announcements, schedule that guard instructional and professional times.	
	Assigned to:	Deloris Scott
	Added date:	02/25/2016
	Target Completion Date:	08/04/2016
	Comments:	This process is monitored frequently to modify when changes are needed.
	Task Completed:	03/29/2017
Implement	Percent Task Complete:	
	Objective Met:	4/4/2016
	Experience:	4/4/2016
	Sustain:	4/4/2016
	Evidence:	4/4/2016 See evidence folder
Indicator	IE14(1.1) - Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives.(4603)(Focus/NotAMOs KEY,SIG/Priority KEY)	
Status	Objective Met 4/8/2016	
Assessment	Level of Development:	Initial: Limited Development 10/12/2015
		Objective Met - 04/08/2016
	Index:	6 (Priority Score x Opportunity Score)

Priority Score: 3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The principal communicates the vision, mission, and goals to all stakeholders, including parents, community members, teachers, and students daily through morning announcements, subject area meetings, school site planning meetings.

Plan

Assigned to:

Ruby Dixon

How it will look when fully met:

When the indicator has been fully implemented there will be a systematic process for promoting the school's vision, mission, and goals to all stakeholder and a systematic process for holding all staff accountable in place. There will be daily monitoring and adjusting based on school's vision, mission, and goals. Data analysis by teachers and administrators, along with data conversations with students and parents. Students will be progress monitored by teachers and instructional adjustments made based on data. The sense of urgency will be established and sustained through daily announcements, memos, letters, and various meetings with stakeholders.

Target Date:

08/04/2016

Tasks:

1. Principal and SLT will seek additional MDE and outside external reviews.

Assigned to:

Ruby Dixon

Added date:

11/30/2015

Target Completion Date:

08/04/2016

Comments:

Technical assistance provided by MDE consultant on March 7, 2017.

Task Completed:

03/29/2017

2. The Principal will continue to establish a sense of urgency by sharing vision, mission, and goals through daily announcement, memos, letters, and in subject area, grade level, faculty, and site council meetings.

Assigned to:

Ruby Dixon

Added date:

11/30/2015

Target Completion Date:

08/04/2016

Comments:

Task Completed:

03/29/2017

3. 1.1a The principal will plan, attend, and hold meetings with all faculty, parent organizations, site council, and community members (P16) to communicate, promote, and implement the school's vision, mission, and goals.

Assigned to:

Ruby Dixon

Added date:

02/25/2016

Target Completion Date:

08/04/2016

Frequency:

four times a year

Comments:

Task Completed:

03/29/2017

4. 1.1b

The principal collaborates with the School Leadership Team to develop an action plan based on the Needs Assessment results.

Assigned to:

Ruby Dixon

Added date: 02/25/2016
Target Completion Date: 08/04/2016
Comments:
Task Completed: 03/29/2017

5. 1.1c The principal will facilitate conversations in meeting with staff about the use of data to improve school performance through systematic collection, analysis, and goal setting.

Assigned to: Ruby Dixon
Added date: 02/25/2016
Target Completion Date: 08/04/2016
Frequency: weekly
Comments:
Task Completed: 03/29/2017

6. 1.1d The principal engages, applies, and implements new learning from professional development to coach and support staff in implementing new strategies.

Assigned to: Ruby Dixon
Added date: 02/25/2016
Target Completion Date: 08/04/2016
Comments:
Task Completed: 03/29/2017

7. 1.1e The principal holds staff accountable for ensuring the success of each student by establishing school-wide instructional expectations, requiring and reviewing lesson plans for all teachers, and developing proficiency goals school-wide and for individually.

Assigned to: Ruby Dixon
Added date: 02/25/2016
Target Completion Date: 08/04/2016
Comments:
Task Completed: 03/29/2017

Implement Percent Task Complete:

Objective Met: 4/8/2016

Experience: 4/8/2016

The principal and staff members worked together to create an action plan based on the needs assessments.

Sustain: 4/8/2016

Principal and staff will continue to monitor the subject area and grade level, faculty, curriculum and instruction, and school leadership team meetings.

Evidence: 4/8/2016
See evidence folder.

School Leadership and Decision Making

Aligning classroom observations with evaluation criteria and professional development

Indicator IF09(2.2) - LEA and school align professional development and evaluation systems to improve instructional and leadership practices.(4604)(Focus/NotAMOs KEY,SIG/Priority KEY)

Status Objective Met 4/8/2016

Assessment Level of Development: Initial: Limited Development 12/02/2015

Objective Met - 04/08/2016

Index: 9 (Priority Score x Opportunity Score)
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The LEA and school are using an observation schedule to observe instruction to collect qualitative data to guide professional development needs.

Plan

Assigned to: Ruby Dixon
How it will look when fully met: When fully implemented, teacher observations will be conducted by administrators and curriculum interventionist, teachers will participate in peer tutoring. Staff meets regularly in subject area, grade level, and staff meetings to collaboration and professional development. Individual improvement plans and personalized professional development plans based on evaluations for teachers. Leadership opportunities for teachers will be available. Learning walks will be utilized to provide teachers with feedback for improvement.

Target Date: 08/04/2016

Tasks:

1. Teachers will meet weekly for subject area meetings and bi-weekly/monthly for grade level meetings and documentation will be provided through meeting minutes, agendas, and sign-ins.

Assigned to: Deloris Scott

Added date: 12/02/2015

Target Completion Date: 08/04/2016

Frequency: weekly

Comments:

Task Completed: 03/29/2017

3. Principal and administrators will develop individual improvement plans that include personalized professional development based on evaluations for teachers not meeting school wide expectations for classroom management and instruction.

Assigned to: Deloris Scott

Added date: 12/02/2015

Target Completion Date: 01/03/2017

Comments:

Task Completed: 03/29/2017

4. Principal will provide opportunities for teachers to be leaders through a variety of methods including appointing grade level and subject area leaders.

Assigned to: Torrey Hampton

Added date: 12/02/2015

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

5. The use of learning walks will be implemented internally to provide teachers and opportunity to share and observe other teacher.

Assigned to: SLT
 Added date: 12/02/2015
 Target Completion Date: 08/04/2016
 Comments:

Task Completed: 03/29/2017

6. The school administration will create a peer observation schedule.

Assigned to: Torrey Hampton
 Added date: 04/07/2016
 Target Completion Date: 08/04/2016
 Comments:
 Task Completed: 03/29/2017

Implement

Percent Task Complete:

Objective Met: 4/8/2016

Experience: 4/8/2016

The staff are holding themselves accountable by participating in grade level meetings and subject area meetings. The grade level team will also take minutes of their meetings to refer back to in the future.

Sustain: 4/8/2016

The administration will continue to monitor grade level and subject area meetings.

Evidence: 4/8/2016

See evidence folder.

Indicator

IF11(6.1) - School implements strategies and practices to improve school culture and climate. (4635)(SIG/Priority KEY)

Status

Objective Met 4/7/2016

Assessment

Level of Development:

Initial: Limited Development 12/02/2015

Objective Met - 04/07/2016

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Woolfolk Middle School has developed a PBIS committee that works to promote positive behavior throughout the school through monthly reward activities for students meeting the goals set by the PBIS committee. Behavior data is also monitored by the PBIS committee. Principal shows staff appreciation through blue jean Friday's and providing breakfasts and lunches.

Plan

Assigned to: Deanne Austin

How it will look when fully met:

PBIS plan implemented with quarterly incentives school-wide and classroom incentives implemented by teachers. SLT will review PBIS plan yearly with feedback from teachers. Community partnerships will be in place with written descriptions, purpose, and goals. The Crisis management plan will be reviewed and updated yearly. School is presented in an inviting and welcoming manner for students, parents, and community.

Target Date:

08/04/2016

Tasks:

1. SLT will obtain a copy of the school wide PBS plan for evidence and review the plan to be able to notify and address questions/concerns with staff.

Assigned to: Deanne Austin

Added date: 12/02/2015

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

2. The Principal and SLT will review and update community partnerships to support school culture and climate. The SLT will provide a written description of partnerships, purpose, and goals as well as gather evidence to support involvement in improving school culture and climate.

Assigned to: Torrey Hampton

Added date: 12/02/2015

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

3. The SLT will review the Crisis Management plan make suggestions for changes to the school safety team.

Assigned to: SLT

Added date: 12/02/2015

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

Implement

Percent Task Complete:

Objective Met: 4/7/2016

Experience: 4/7/2016

The SLT collaborated to implement strategies and practices to improve school culture and climate.

Sustain: 4/7/2016

The school administrators will continue to implement approaches to improve climate and discipline that are focused on the teaching of positive behaviors and maintain up-to-date crisis intervention plan. Also, staff members will continue to meet to discuss student's needs with assistance from community partners.

Evidence: 4/7/2016

See evidence folder.

Curriculum, Assessment, and Instructional Planning

Engaging teachers in aligning instruction with standards and benchmarks

Indicator IIA03(5.2) - LEA and school align curriculum, instruction, and assessment with state standards. (4605)(SIG/Priority KEY)

Status Objective Met 4/7/2016

Assessment Level of Development: Initial: Limited Development 12/02/2015

Objective Met - 04/07/2016

Index: 9 (Priority Score x Opportunity Score)
 Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
 Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Plan

Describe current level of development: LEA and school utilize the state curriculum and state blueprints to guide classroom instruction and assessments.
 Assigned to: Hattie Taylor
 How it will look when fully met: Current school curriculum and pacing guides, assessment blueprints, and state standards will be available in every class. Evidence of alignment will be presented through lesson plans, assessments, and other instructional documentation. School assessment calendar with various assessment data will be created yearly, reviewed and updated monthly, and distributed to all staff.

Target Date: 08/04/2016

Tasks:

1. Teacher lesson plans and updated pacing guides that show alignment curriculum, instruction, and assessment with state standards will be obtained by the SLT for evidence.

Assigned to: Deloris Scott
 Added date: 12/02/2015
 Target Completion Date: 05/26/2017
 Frequency: twice monthly
 Comments: Lesson plans are due every two weeks.
 Task Completed: 03/29/2017

2. School administrators consistently review lesson plans, instruction and assessment for vertical and horizontal alignment to the Mississippi College and Career Readiness Standards.

Assigned to: Torrey Hampton
 Added date: 04/07/2016
 Target Completion Date: 05/26/2017
 Comments:
 Task Completed: 03/29/2017

Implement

Percent Task Complete:
 Objective Met: 4/7/2016
 Experience:

4/7/2016
 School administration collaborated with teachers to ensure plans were aligned with the Mississippi College and Career Readiness Standards and that lesson plans reflected rigor, student-centered activities, and bell-to-bell instructions.

Sustain:

4/7/2016
 The administration staff will continue to view lesson plans, instruction, and assessment for vertical and horizontal alignment to the Mississippi College and Career Readiness Standards.

Evidence:

4/7/2016
See evidence folder.

Curriculum, Assessment, and Instructional Planning

Assessing student learning frequently with standards-based assessments

Indicator IID08(4.1) - Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.(4606)(SIG/Priority KEY)

Status Objective Met 4/8/2016

Assessment Level of Development: Initial: Limited Development 12/02/2015
Objective Met - 04/08/2016

Index: 6 (Priority Score x Opportunity Score)
Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The Principal, Assistant Principal, and Curriculum Interventionists conduct observations in all classes, analyzes assessment and benchmark data to determine instructional effectiveness, and meets with teachers in subject area and grade meetings.

Plan Assigned to: Marika Foreman
How it will look when fully met: Teacher will be held accountable for design and implementation of rigorous and challenging learning environment. Teachers will appropriately utilize technology to support teaching and learning that maximizes students' development of critical-thinking and problem-solving skills. Teachers will incorporate formative and summative assessment strategies that offer feedback to students. Teachers have a comprehensive understanding of students' knowledge and skills.

Target Date: 08/04/2016

Tasks:

1. The principal will hold teachers accountable for full engagement in the design and implementation of rigorous and challenging learning environments for all students.

Assigned to: Torrey Hampton

Added date: 04/08/2016

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

2. To ensure teachers use technology to support teaching and learning that maximizes students' development of critical-thinking and problem-solving skills.

Assigned to: Deloris Scott

Added date: 04/08/2016

Target Completion Date: 08/04/2016

Comments:

Task Completed: 03/29/2017

3. To ensure teachers empower students to be creators/sharers of content.

Assigned to: Jacqueline Ellis

Added date: 04/08/2016
 Target Completion Date: 08/04/2016
 Comments:
 Task Completed: 03/29/2017

4. Teachers facilitate students' reading, writing, thinking and talking daily to develop a deep understanding of core academic concepts.

Assigned to: Deloris Scott
 Added date: 04/08/2016
 Target Completion Date: 08/04/2016
 Comments:
 Task Completed: 03/29/2017

5. To ensure teachers use formative and summative assessment strategies and consistently offer feedback to students to improve learning outcomes.

Assigned to: Deloris Scott
 Added date: 04/08/2016
 Target Completion Date: 08/04/2016
 Frequency: daily
 Comments:
 Task Completed: 03/29/2017

Implement

Percent Task Complete:

Objective Met: 4/8/2016

Experience: 4/8/2016

Administrators and teachers monitored and evaluated the effectiveness of curriculum, instruction, and assessment to ensure that all students were engaged in the learning process.

Sustain: 4/8/2016

The principal will continue to hold teachers accountable for student's learning achievements through full engagement in the design and implementation of rigorous and challenging learning environments for all students.

Evidence: 4/8/2016

See evidence folder.

Classroom Instruction

Expecting and monitoring sound homework practices and communication with parents

Indicator IIIB07(7.1) - School and teachers engage families and communities about children's learning and provide opportunities for input.(4607)(SIG/Priority KEY)

Status Objective Met 4/7/2016

Assessment Level of Development: Initial: Limited Development 12/01/2015

Objective Met - 04/07/2016

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires

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				Assess		Create			Monitor	
Alert!	Spotlight	Key	Indicator/Objective	Initial Implementation	Index	Assigned To	Target Date	# of Tasks	Progress	Completed Date
District Context and Support for School Improvement - Taking the change process into account										
		Key	IC01(1.2) LEA will develop and implement a plan to establish a pipeline of potential turnaround leaders. (4594)	Limited 11/30/2015	6	Torrey Hampton	08/04/2016	3	Full/Objective Met	04/04/2016
		Key	IC02(1.3) LEA will develop and implement policies and practices to support full and effective implementation of school improvement efforts, as necessary. (4595)	Limited 12/02/2015	6	Torrey Hampton	08/04/2016	3	Full/Objective Met	04/04/2016
		Key	IC03(2.1) LEA and school will have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation. (4596)	Limited 12/02/2015	3	Torrey Hampton	08/04/2016	1	Full/Objective Met	04/04/2016
		Key	IC04(8.1) LEA and school will recruit, screen, select, and evaluate external providers. (4597)	Limited 12/01/2015	4	Deanne Austin	08/04/2016	3	Full/Objective Met	04/08/2016
		Key	IC05(8.2) School will align allocation of resources (money, time, personnel, etc.) to school improvement goals. (4598)	Limited 12/02/2015	9	Deanne Austin	05/20/2016	4	Full/Objective Met	04/04/2016

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School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning									
		Key	ID08(1.4) LEA and school will establish active leadership teams to support implementation of the school improvement plan. (4599)	Limited 12/02/2015	6	Torrey Hampton	08/04/2016	1	Full/Objective Met 04/04/2016
		Key	ID11(5.1) LEA and school will collect, monitor, and respond to benchmark/interim data. (4600)	Limited 12/02/2015	9	Hattie Taylor	08/04/2016	3	Full/Objective Met 04/07/2016
School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction									
		Key	IE03(3.1) Principal will ensure teachers maximize the time available for instruction. (4601)	Limited 10/12/2015	6	Marika Foreman	08/04/2016	2	Full/Objective Met 04/04/2016
		Key	IE14(1.1) Principal will establish a sense of urgency and shared accountability for meeting school improvement objectives. (4603)	Limited 10/12/2015	6	Ruby Dixon	08/04/2016	7	Full/Objective Met 04/08/2016
School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development									
		Key	IF09(2.2) LEA and school will align professional development and evaluation systems to improve instructional and leadership practices. (4604)	Limited 12/02/2015	9	Ruby Dixon	08/04/2016	5	Full/Objective Met 04/08/2016
		Key	IF11(6.1) School will implement strategies and practices to improve school culture and climate. (4635)	Limited 12/02/2015	6	Deanne Austin	08/04/2016	3	Full/Objective Met 04/07/2016
Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks									
		Key	IIA03(5.2) LEA and school will align curriculum, instruction, and assessment with state standards. (4605)	Limited 12/02/2015	9	Hattie Taylor	08/04/2016	2	Full/Objective Met 04/07/2016

Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments									
		Key	IID08(4.1) Principal will continuously monitor and teachers will continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process. (4606)	Limited 12/02/2015	6	Marika Foreman	08/04/2016	5	Full/Objective Met 04/08/2016
Classroom Instruction - Expecting and monitoring sound homework practices and communication with parents									
		Key	IIIB07(7.1) School and teachers will engage families and communities about children's learning and provide opportunities for input. (4607)	Limited 12/01/2015	6	Deanne Austin	08/04/2016	3	Full/Objective Met 04/07/2016

APPENDIX E

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

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

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School -
School Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Needs Assessment Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards.</p> <p>Explanation We did complete a Needs assessment when we returned from Christmas Break.. With the transition and change of leadership in our district and in various buildings, that was not one of our main priorities first semester. We are currently completeing another one now as a learning community.</p>	
<p>2) School-wide Reform Strategies Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans. Describe how services will be provided to students that receive services from the Homeless Education and Migrant Education programs. Sec.1114(b)(1)(B)</p> <p>Explanation 1). All scholars will go through remediation in 6th, 7th, and 8th grade. Scholars have onlien programs in ELA and Mathmatics which reinforce standards being taught in the tested areas. This is done in our computer classes. My Social Studies and PE teachers also incorporate writing in their lessons at least three times a week.</p>	
<p>3) Timely Assistance Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.</p>	

Explanation

Timely assistance is given to our scholars through formative assessments and online assessments. Teachers formatively assess their scholars two times a week with five questions or less. Once these results are given, teachers are able to modify their instruction and provide help for those struggling scholars.

4) Instruction by Highly Qualified Staff

Address instruction by highly qualified staff (and effectiveness in MS).

Explanation

Teachers plan according to the exit standards from MDE. Instruction is modified by informal observations and peer evaluations.

5) Attracting High Quality/Effective Teachers

Address strategies to attract high quality/effective teachers to high needs schools.

Explanation

This is done by selling our product to the public. I have partnered with a local radio station to address the successes in the building. This is a station that is played online as well. Last, by communicating with the local universities and their education departments about dates for their Career Fairs,

6) Professional Development

Address high quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards.

Explanation

I am going through NISL at this time. These sessions allows me to collaborate with administrators in other districts and share best practices. Also, teachers are going through continuous training in the areas of mathematics, writing, and google calssroom.

7) Increase Parental Involvement

Address strategies to increase effective parental involvement through means such as family literacy services.

Explanation

We have a program called POW. This is parent observation week. Parents or guardians get a chance to visit classrooms and observe teachers in action. We have a parenting workshop that takes place every two months. These sessions are meant to inform our parent or guardians about ways to help their child or children.

8) **Coordination of Programs**

Describe how federal, state, and local programs are coordinated. Address coordination and integration of federal, state, and local resources, services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and job training.

Explanation

This is done at the district level. The district representative meets with me about opportunities with Federal Programs.

9) **Transitioning Preschool Students**

Address plans for assisting preschool children in the transition from early childhood programs, such as Head Start or a public school preschool program to local elementary school programs.

Explanation

N/A

10) **Use of Assessments for Improving Performance**

How you will know teachers are included in assessment decisions regarding the use of assessment in improving performance and instruction? Address measures to include teachers in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Explanation

I will know because they help create their common or bi-weekly assessments. They create their quizzes and formative assessments based on those assessments.

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Plan for Identified Students Ensure that planning for participating students is incorporated into existing school planning.</p> <p>Explanation This job is monitored by all instructional members in the building. The SLT monitors that process.</p>	
<p>2) Resources for Identified Students Address use Title I, Part A resources to help participating children meet the State's student performance standards expected for all children.</p> <p>Explanation Professional development is paid for through Title funds. We also use these funds to purchase Chromebooks and other devices for our scholars to use during class.</p>	
<p>3) Effective Instructional Strategies Address instructional strategies which give primary consideration to providing extended learning time such as extended school year, before- and after-school, and summer programs and opportunities; help provide an accelerated, high-quality curriculum; minimize pull-outs removing children from the regular classroom during regular school hours for Title I, Part A instruction.</p> <p>Explanation We have adopted three strategies that we use in all of our ELA classes. This has also manifested itself in the Social Studies classes as well. During the first semester, we didn't have an after school program. Teachers volunteer to tutor weekly after school hours though. We have established an after-school program that meets on Wednesday and Thursday.</p>	
<p>4) Coordination with Regular Education Program Address coordination with and support of the regular education program which may include, counseling, mentoring and other pupil services; college and career awareness and preparation; services to prepare students for the transition from school to work; and services to assist preschool children's transition to elementary school.</p>	

Explanation

My school counselor is assigned to a different class every week. These sessions occur through our PE classes. For the scholars who do not attend PE, they are pulled from band or music classes.

5) Instruction by Highly Qualified Staff

Address instruction by highly qualified staff (and effectiveness in MS).

Explanation

Teachers plan accordingly from our state standards. Instruction is delivered using strategies from the scaffolding document as well.

6) Professional Development

Provide professional development opportunities with Title I, Part A resources, and other resources, to the extent feasible, for administrators, teachers, and other school staff who work with participating students.

Explanation

This is addressed from the district level. On the school level, our sessions are based on needs associated from informal observations and teacher discussions.

7) Increase Parental Involvement

Provide strategies to increase parental involvement such as family literacy services.

Explanation

Send out a survey peaking the intrest of the stakeholders. Partner with the local library to allow our school to host an event for many of our scholars and parents.

8) Effective Implementation

How you will know the programs for identified students are being implemented effectively? Address effective means for improving achievement for children.

Explanation

Progress monitoring. Using data as the basis for All decisions related to instruction. Data meetings and PLC meetings are held every week or every other week.

Preschool Programs

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

1. Provide a clear and concise statement of the goals and underlying philosophy of the LEA's proposed preschool program.
2. Describe how the preschool program will be coordinated and integrated with other preschool education services.
3. Describe the curriculum to be used and how it achieves a balance between large group, small group, and individual activities.
4. List the LEA's multiple educationally related, objective screening criteria developed to select children for its pre-kindergarten program.
5. Describe the LEA's provisions for ensuring the preschool participation of children who were: (a) enrolled in Head Start or migrant education programs in the previous two years; or (b) are homeless or (c) neglected or delinquent.
6. Describe how the LEA will comply with Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children
7. Describe how the progress of preschool program children will be monitored, how often, and how results will be used.
8. Describe how support and professional development will be provided to parents and how this support will enable parents to be involved in the education of their children and how often the support will be provided.
9. Describe how preschool activities will be linked, coordinated with Head Start including children's records, system of communication, and meetings to discuss the development and other needs of individual children.
10. Describe the transition of children from preschool programs, including Head Start, to elementary school and how training will be provided to ensure smooth transition.

YAZOO CITY MUNICIPAL SCHOOL DIST (8220) Public District - FY 2017 - BETTIE E WOOLFOLK MIDDLE SCHOOL (8220016) Public School - School Plan - Rev 0

4 1. How many years has the school not met AMOs?

2. Has the school leadership established a sense of urgency and shared accountability for meeting school improvement objectives? Explain process.

Yes we have. Our SLT meets every two weeks to discuss data and our indicators for school improvement. The information is taken from the SLT and dispersed in our team meetings. The goal is to remove ourselves from this "F" label.

3. Has the LEA and school aligned professional development and evaluation systems to improve instructions? Explain process.

Yes. The LEA and our SLT meet to discuss issues related from our STAR and Benchmark data. Once this is done, principals are given the autonomy to decide what is best for their building based on data and observations.

4. Does LEA and school monitor and respond to benchmark/interim data, including all leading and lagging indicators? Explain process with specific timelines.

Yes. The LEA and the principal of each building meet monthly to discuss data trends, proficiency levels, and growth in our buildings.

5. Does the LEA and school align allocation of resources (money, time, personnel, etc.) to school improvement goals? Explain.

Yes. Each building level principal has the opportunity to schedule, spend, and allocat the resources provided to him or her by the district. This process is shared.

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Year 1 Actual - Actual data after year 1 implementation.

Year 2 Goal - Goal for the end of year 2 implementation.

Year 2 Actual - Actual data after year 2 implementation.

Year 3 Goal - Goal for the end of year 3 implementation.

Year 3 Actual - Actual data after year 3 implementation.

Baseline/Pre-data data, annual growth targets, progress monitoring tools, and annual outcomes.

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Reviewer Comments

12/13/2016

Comments:

Metric 7-Please use percentages of students and subgroups that completed the reading/language arts and mathematics assessments.

All Metrics-Please enter Year 1, Year 2, and Year 3 Actual data.

Reviewer Comments

12/12/2014

Comments:

Metric 12 - Goals can be the same as baseline year, but should not be set lower than baseline data. Please revisit goals.

Metric 16 - Please revisit year three goal. Please keep in mind that we do want to set attainable goals, but those goals should also be rigorous.

Metric Descriptions

Metric 1 Intervention Model - Identify the intervention model that the school is implementing - transformation, turnaround, restart, closure.

☐ Transformation ☐ Turnaround ☐ Restart ☐ Closure

Metric 2 AYP Status - Identify by reading/language arts, mathematics, and other academic indicators whether AYP targets have been met or not met for each subgroup.

Metric 3 AYP Targets Met and Missed by Subgroups - Identify by reading/language arts, mathematics, and other academic indicators whether AYP targets have been met or not met for each subgroup.

Metric 4 School Improvement Status - The schools federal accountability status is obtained from EdFacts data collected by the department and submitted to the U.S. Department of Education.

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:

o Full days: 176 days multiplied by 390 minutes = 68,640 minutes

o Partial days: 4 days multiplied by 195 minutes = 780 minutes

o After school: 80 days multiplied by 90 minutes = 7,200 minutes

o Professional Learning Community: 60 minutes a week X 36 weeks = 2,160 minutes

o Add the results: 68,640 + 780 + 7,200 + 2,160 = **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 NEEDS TO HAVE A SECTION TO EXPLAIN HOW THEY CALCULATED THE MINUTES

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	# TeacherPD/ Collaboration
--	--------------------------	------------------------------	-------------------------------	--	--	--	--	--	--------	-----------------	-------------------------------

			1	2	3	4	5	6			
3 yr Goal			n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Baseline/Pre-data	84451	0							60211	14400	9840

Explain calculations (clearly describe how you reached this number)

- Full days: 178 days multiplied by 336 minutes = 59,808 minutes.
- Partial days: 2 days multiplied by 201.6 minutes = 403 minutes.
- Early Bird Tutoring Days: 80 days multiplied by 30 minutes = 2400 minutes.
- After School Program Days: 80 days multiplied by 120 minutes = 9600 minutes.
- Saturday School Days: 15 days multiplied by 160 minutes = 2400 minutes.
- PLC Days: 180 days multiplied by 48 minutes = 8640 minutes.
- PLC Days Afterschool: 10 days multiplied by 120 minutes = 1200 minutes.
- Summer Camps 10 days multiplied by 240 minutes = 2400 minutes

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# TeacherPD/ Collaboration
--	--------------------------	------------------------------	-------------------------------	--	--	--	--	--	--------	-----------------	-------------------------------

			1	2	3	4	5	6			
Year 1 - Actual	84451	2400							60211	16800	9840

Explain calculations (clearly describe how you reached this number)

- Full days: 178 days multiplied by 336 minutes = 59,808 minutes.
- Partial days: 2 days multiplied by 201.6 minutes = 403 minutes.
- Early Bird Tutoring Days: 80 days multiplied by 30 minutes = 2400 minutes.
- After School Program Days: 80 days multiplied by 120 minutes = 9600 minutes.
- Saturday School Days: 15 days multiplied by 160 minutes = 2400 minutes.
- PLC Days: 180 days multiplied by 48 minutes = 8640 minutes.
- PLC Days Afterschool: 10 days multiplied by 120 minutes = 1200 minutes.
- Summer Camps 10 days multiplied by 240 minutes = 2400 minutes

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# TeacherPD/ Collaboration
--	--------------------------	------------------------------	-------------------------------	--	--	--	--	--	--------	-----------------	-------------------------------

			1	2	3	4	5	6			
Year 2 - Actual	93,852	9,401							73,800	15,840	4212

Explain calculations (clearly describe how you reached this number)

Full days: 90 days multiplied by 400 minutes = 36,000 (1st semester)
 Full days: 90 days multiplied by 420 minutes = 37,800 (2nd semester)
 PLC days: 90 minutes multiplied by 18 weeks = 1,620 minutes (1st semester)
 PLC days: 48 minutes multiplied by 3 days a week multiplied by 18 weeks = 2592 minutes (2nd semester)
 Afterschool Program days: 120 minutes multiplied by 3 days a week multiplied by 24 weeks = 8640
 Summer School Programs (Literacy program and 21st Century): 480 minutes multiplied by 15 days = 7,200 minutes
Total Minutes: 93,852

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# TeacherPD/ Collaboration
--	--------------------------	------------------------------	-------------------------------	--	--	--	--	--	--------	-----------------	-------------------------------

			1	2	3	4	5	6			
Year 3 - Actual	95,396	1,544							76,580	8640	10176

Explain calculations (clearly describe how you reached this number)

- Full Days: 92 Days multiplied by 400 minutes = 36,800 (1st semester)
- Full Days: 90 Days multiplied by 442 minutes = 39,780 (2nd semester)
- PLC Days: 3 Days multiplied by 360 minutes = 1,080

PLC Days: 92 Days multiplied by 48 minutes = 4,416

PLC Days: 90 Days multiplied by 52 minutes = 4,680

Afterschool Program days: 120 minutes multiplied by 3 days a week multiplied by 24 weeks = 8640

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# TeacherPD/ Collaboration
			1	2	3	4	5	6			
Year 4 - Actual											

Explain calculations (clearly describe how you reached this number)

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# TeacherPD/ Collaboration
			1	2	3	4	5	6			
Year 5 - Actual											

Explain calculations (clearly describe how you reached this number)

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# TeacherPD/ Collaboration
			1	2	3	4	5	6			
Year 6 - Actual											

Explain calculations (clearly describe how you reached this number)

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Year 2 Goal - Goal for the end of year 2 implementation.

Year 2 Actual - Actual data after year 2 implementation.

Year 3 Goal - Goal for the end of year 3 implementation.

Year 3 Actual - Actual data after year 3 implementation.

This form is for data collection only. It is not to be used for reporting. It is to be used for data collection only. It is not to be used for reporting. It is to be used for data collection only. It is not to be used for reporting.

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Metric 6 - Proficiency on State Assessments - The school's proficiency on the state assessments is obtained from EdFacts data collected by the department and submitted to the U.S. Department of Education.

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
3 yr Goal									
Baseline/Pre-data									
Year 1 - Goal									
Year 1 - Actual									
Year 2 - Goal									
Year 2 - Actual									
Year 3 - Goal									
Year 3 - Actual									
Year 4 - Goal									
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal									
Baseline/Pre-data									
Year 1 - Goal									
Year 1 - Actual									
Year 2 - Goal									
Year 2 - Actual									
Year 3 - Goal									
Year 3 - Actual									
Year 4 - Goal									
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									

Year 6 - Actual										
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Metric 7: Grade - 4

Reading / Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal									
Baseline/Pre-data									
Year 1 - Goal									
Year 1 - Actual									
Year 2 - Goal									
Year 2 - Actual									
Year 3 - Goal									
Year 3 - Actual									
Year 4 - Goal									
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal									
Baseline/Pre-data									
Year 1 - Goal									
Year 1 - Actual									
Year 2 - Goal									
Year 2 - Actual									
Year 3 - Goal									
Year 3 - Actual									
Year 4 - Goal									
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

For more information on the data presented here, please refer to the data user guide. For more information on the data presented here, please refer to the data user guide.

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- Year 2 Actual - Actual data after year 2 implementation.
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- Year 3 Actual - Actual data after year 3 implementation.

A school that has not submitted this form has been reviewed and found to be non-compliant with the requirements of the SIG program. The school will be required to submit data for the next year.

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Metric 7: Grade - 5

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal									
Baseline/Pre-data									
Year 1 - Goal									
Year 1 - Actual									
Year 2 - Goal									
Year 2 - Actual									
Year 3 - Goal									
Year 3 - Actual									
Year 4 - Goal									
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal									
Baseline/Pre-data									
Year 1 - Goal									
Year 1 - Actual									
Year 2 - Goal									
Year 2 - Actual									
Year 3 - Goal									
Year 3 - Actual									
Year 4 - Goal									
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

Metric 7: Grade - 6

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White

3 yr Goal	98	98	0	98	0	98	0	0	0
Baseline/Pre-data									
Year 1 - Goal	95	95		95		95			
Year 1 - Actual									
Year 2 - Goal	96	96		96		96			
Year 2 - Actual									
Year 3 - Goal	97	97		97		97			
Year 3 - Actual									
Year 4 - Goal	98	98		98		98			
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal	98	98	0	98	0	98	0	0	0
Baseline/Pre-data									
Year 1 - Goal	95	95		95		95			
Year 1 - Actual									
Year 2 - Goal	96	96		96		96			
Year 2 - Actual									
Year 3 - Goal	97	97		97		97			
Year 3 - Actual									
Year 4 - Goal	98	98		98		98			
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

The data for this table has been generated by the system. It is intended to provide a summary of the data for the current year and to provide a link to the data for the previous year.

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- Year 2 Actual - Actual data after year 2 implementation.
- Year 3 Goal - Goal for the end of year 3 implementation.
- Year 3 Actual - Actual data after year 3 implementation.

NOTE: This Performance Framework has been reviewed and needs to be returned to the user only if there is a change in the data, or if the user is unable to access the data.

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Metric 7: Grade - 7

Reading / Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal	98	98	0	98	0	98	0	0	0
Baseline/Pre-data	10.2					10.2			
Year 1 - Goal	95	95	0	98	0	98	0	0	0
Year 1 - Actual									
Year 2 - Goal	96	96	0	96	0	96	0	0	0
Year 2 - Actual									
Year 3 - Goal	97	97	0	97	0	97	0	0	0
Year 3 - Actual									
Year 4 - Goal	98	98	0	98	0	98	0	0	0
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal	98	98	0	98	0	98	0	0	0
Baseline/Pre-data	7.8					7.8			
Year 1 - Goal	95	95	0	95	0	95	0	0	0
Year 1 - Actual									
Year 2 - Goal	96	96	0	96	0	96	0	0	0
Year 2 - Actual									
Year 3 - Goal	97	97	0	97	0	97	0	0	0
Year 3 - Actual									
Year 4 - Goal	98	98	0	98	0	98	0	0	0
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

Metric 7: Grade - 8

Reading / Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White

3 yr Goal	98	98	0	98	0	98	0	0	0
Baseline/Pre-data	10.2			10.2		10.2			
Year 1 - Goal	95	95	0	95	0	95	0	0	0
Year 1 - Actual									
Year 2 - Goal	96	96	0	96	0	96	0	0	0
Year 2 - Actual									
Year 3 - Goal	97	97	0	97	0	97	0	0	0
Year 3 - Actual									
Year 4 - Goal	98	98	0	98	0	98	0	0	0
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal	98	98		98		98			
Baseline/Pre-data	7.8			7.8		7.8			
Year 1 - Goal	95	95		95		95			
Year 1 - Actual									
Year 2 - Goal	96	96		96		96			
Year 2 - Actual									
Year 3 - Goal	97	97		97		97			
Year 3 - Actual									
Year 4 - Goal	98	98		98		98			
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

For more information on the form, click on the link below. For more information on the form, click on the link below. For more information on the form, click on the link below.

Pages: 1 2 3 4 5 6 7 8

Performance Framework Data Collection

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- Year 2 Goal - Goal for the end of year 2 implementation.
- Year 2 Actual - Actual data after year 2 implementation.
- Year 3 Goal - Goal for the end of year 3 implementation.
- Year 3 Actual - Actual data after year 3 implementation.

1. The purpose of this document is to provide a template for schools to use to collect and report data for the SIG program. The data collected should be used to monitor the progress of the school's implementation of the SIG program and to identify areas for improvement.

Page 5 of 8

Metric 7: Grade - High School

Algebra I	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal									
Baseline/Pre-data									
Year 1 - Goal									
Year 1 - Actual									
Year 2 - Goal									
Year 2 - Actual									
Year 3 - Goal									
Year 3 - Actual									
Year 4 - Goal									
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

English II	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal									
Baseline/Pre-data									
Year 1 - Goal									
Year 1 - Actual									
Year 2 - Goal									
Year 2 - Actual									
Year 3 - Goal									
Year 3 - Actual									
Year 4 - Goal									
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

Biology	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White

3 yr Goal							
Baseline/Pre-data							
Year 1 - Goal							
Year 1 - Actual							
Year 2 - Goal							
Year 2 - Actual							
Year 3 - Goal							
Year 3 - Actual							
Year 4 - Goal							
Year 4 - Actual							
Year 5 - Goal							
Year 5 - Actual							
Year 6 - Goal							
Year 6 - Actual							

U.S. History	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
3 yr Goal									
Baseline/Pre-data									
Year 1 - Goal									
Year 1 - Actual									
Year 2 - Goal									
Year 2 - Actual									
Year 3 - Goal									
Year 3 - Actual									
Year 4 - Goal									
Year 4 - Actual									
Year 5 - Goal									
Year 5 - Actual									
Year 6 - Goal									
Year 6 - Actual									

NOTE: If you are using the data for the first time, you will need to click on the "Data" tab to see the data for the first time.

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- Year 2 Goal - Goal for the end of year 2 implementation.
- Year 2 Actual - Actual data after year 2 implementation.
- Year 3 Goal - Goal for the end of year 3 implementation.
- Year 3 Actual - Actual data after year 3 implementation.

For each metric, the goal is to be achieved by the end of Year 3 of SIG implementation. The goal is to be achieved by the end of Year 3 of SIG implementation. The goal is to be achieved by the end of Year 3 of SIG implementation.

Page 6 of 8

Metric 8 - Average Scale Score - The average scale score of students by each proficiency level on the state assessment for reading/language arts, mathematics, by grade and by student is obtained from EdFacts data collected by the department and submitted to the U.S. Department of Education.

Metric 9 - Attainment of English Language Proficiency - Identify the percentage of English Language students who attain English proficiency. (Refer to Mississippi guidelines for ELL; link is on the MSStar dashboard under Other Documents.)

	Percentage of ELL students who attain English proficiency	N/A
3 yr Goal	20	
Baseline/Pre-data	0	
Year 1 - Goal	10	
Year 1 - Actual		
Year 2 - Goal	15	
Year 2 - Actual		
Year 3 - Goal	20	
Year 3 - Actual		
Year 4 - Goal		
Year 4 - Actual		
Year 5 - Goal		
Year 5 - Actual		
Year 6 - Goal		
Year 6 - Actual		

Metric 10 - Graduation Rate - Identify the percentage of students graduating from high school (4 Year NCLB Graduation Rate).

	Percentage of students graduating from High School (4 year NCLB Graduation Rate)	N/A
3 yr Goal		
Baseline/Pre-data		
Year 1 - Goal		

Year 1 - Actual		
Year 2 - Goal		
Year 2 - Actual		
Year 3 - Goal		
Year 3 - Actual		
Year 4 - Goal		
Year 4 - Actual		
Year 5 - Goal		
Year 5 - Actual		
Year 6 - Goal		
Year 6 - Actual		

Metric 11 – Dropout Rate – Identify the percentage of students who fail to graduate from high school with their cohort group.

	Percentage of students who fail to graduate from High School with their cohort group	N/A
3 yr Goal		✓
Baseline/Pre-data		✓
Year 1 - Goal		✓
Year 1 - Actual		✓
Year 2 - Goal		✓
Year 2 - Actual		✓
Year 3 - Goal		✓
Year 3 - Actual		✓
Year 4 - Goal		
Year 4 - Actual		
Year 5 - Goal		
Year 5 - Actual		
Year 6 - Goal		
Year 6 - Actual		

Metric 12 - Student Attendance Rate - Identify the attendance rate. (Schools should attain data from MSIS.)

	Attendance Rate
3 yr Goal	95
Baseline/Pre-data	94
Year 1 - Goal	93
Year 1 - Actual	
Year 2 - Goal	94
Year 2 - Actual	
Year 3 - Goal	95
Year 3 - Actual	
Year 4 - Goal	
Year 4 - Actual	
Year 5 - Goal	
Year 5 - Actual	
Year 6 - Goal	
Year 6 - Actual	

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 Year 2 Actual - Actual data after year 2 implementation.
 Year 3 Goal - Goal for the end of year 3 implementation.
 Year 3 Actual - Actual data after year 3 implementation.

This information is for internal use only and should not be returned with responses. Please do not submit responses, data, and supporting documents for review.

Page 7 of 8

Metric 13- Dual Enrollment and Advanced Coursework - Schools will identify three data metrics for this indicator.

Advanced Coursework is defined as the number of students who **complete** advanced placement or International Baccalaureate classes. Completing the advanced coursework means that the student finished the class either during the school year or in combination with summer school and received course credit in accordance with state or local requirements.

Dual Enrollment refers to the number of high school students who **complete** at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

Advanced Coursework and Dual Enrollment is defined as the number of students who **complete** advanced coursework **AND** complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

Example: If Chris is enrolled and completes an advanced placement class and dual enrollment class then his completion would be counted as completing 1) advanced coursework, 2) dual enrollment and 3) advanced coursework and dual enrollment.

If Deborah is enrolled in an advanced placement class and dual enrollment class but then only completes the advanced placement class, then she would only be counted as completing 1) advanced coursework.

If Linda is enrolled in a dual enrollment class but does not complete the class then she would not be counted.

If Elementary/Middle school and this does not apply to you, please check:

Number of students who completed the following:	Students completing Advanced Coursework (AP or IB classes only)		Students completing Dual Enrollment		Students completing Advanced Coursework and Dual Enrollment	
	Number#	Percentage%	Number#	Percentage%	Number#	Percentage%
3 yr Goal						
Baseline/ Pre-data						
Year 1 - Goal						
Year 1 - Actual						
Year 2 - Goal						
Year 2 - Actual						
Year 3 - Goal						
Year 3 - Actual						
Year 4 - Goal						
Year 4 - Actual						
Year 5 - Goal						
Year 5 - Actual						

Year 6 - Goal						
Year 6 - Actual						

Metric 14 - College Enrollment Rates - The number and percentage of students who complete high school and enroll in postsecondary institutions is obtained from EdFacts data collected by the department and submitted to the U.S. Department of Education.

Metric 15 - Discipline Rates - Identify the number of incidents of discipline data.

Discipline Rates	Weapons Offenses	Drug Offenses	Assaults / Fights	Bullying / Harassment	Thefts	Non-Violent Offenses
3 yr Goal	5	10	30	50	10	50
Baseline/Pre-data	0	2	10	10	1	25
Year 1 - Goal	1	4	20	10	2	15
Year 1 - Actual						
Year 2 - Goal	3	6	25	20	4	25
Year 2 - Actual					0	
Year 3 - Goal	5	10	30	50	10	50
Year 3 - Actual						
Year 4 - Goal						
Year 4 - Actual						
Year 5 - Goal						
Year 5 - Actual						
Year 6 - Goal						
Year 6 - Actual						

Printed: 10/10/2017 10:10 AM. This report is generated by the Indiana Department of Education. All data is subject to change without notice.

Pages: 1 2 3 4 5 6 7 8

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Year 1 Actual - Actual data after year 1 implementation.

Year 2 Goal - Goal for the end of year 2 implementation.

Year 2 Actual - Actual data after year 2 implementation.

Year 3 Goal - Goal for the end of year 3 implementation.

Year 3 Actual - Actual data after year 3 implementation.

This document has been reviewed and approved by the Mississippi Department of Education. It is a confidential document and should not be distributed outside the department.

Page 8 of 8

Metric 16- Truants – Identify the number and percentage of students with 5 or more unexcused absences.

	Number and percentage of students with 5 or more unexcused absences	
3 yr Goal		
Baseline/Pre-data		
Year 1 - Goal		
Year 1 - Actual		
Year 2 - Goal		
Year 2 - Actual		
Year 3 - Goal		
Year 3 - Actual		
Year 4 - Goal		
Year 4 - Actual		
Year 5 - Goal		
Year 5 - Actual		
Year 6 - Goal		
Year 6 - Actual		

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
3 yr Goal	0	3	20	5
Baseline/Pre-data	0	0	0	0
Year 1 - Goal	5	13	9	1
Year 1 - Actual				
Year 2 - Goal	3	08	15	2
Year 2 - Actual				
Year 3 - Goal	0	0	23	5
Year 3 - Actual				
Year 4 - Goal				

Year 4 - Actual			
Year 5 - Goal			
Year 5 - Actual			
Year 6 - Goal			
Year 6 - Actual			

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
3 yr Goal	96
Baseline/Pre-data	80
Year 1 - Goal	90
Year 1 - Actual	
Year 2 - Goal	93
Year 2 - Actual	
Year 3 - Goal	96
Year 3 - Actual	
Year 4 - Goal	
Year 4 - Actual	
Year 5 - Goal	
Year 5 - Actual	
Year 6 - Goal	
Year 6 - Actual	

Teacher attendance rates are calculated as follows: (Number of days teacher worked / Number of days teacher was available to work) x 100. Do not include days taken for professional development, field trips or other off-campus activities with students.

Pages: [1](#) [2](#) [3](#) [4](#) [5](#) [6](#) [7](#) [8](#)

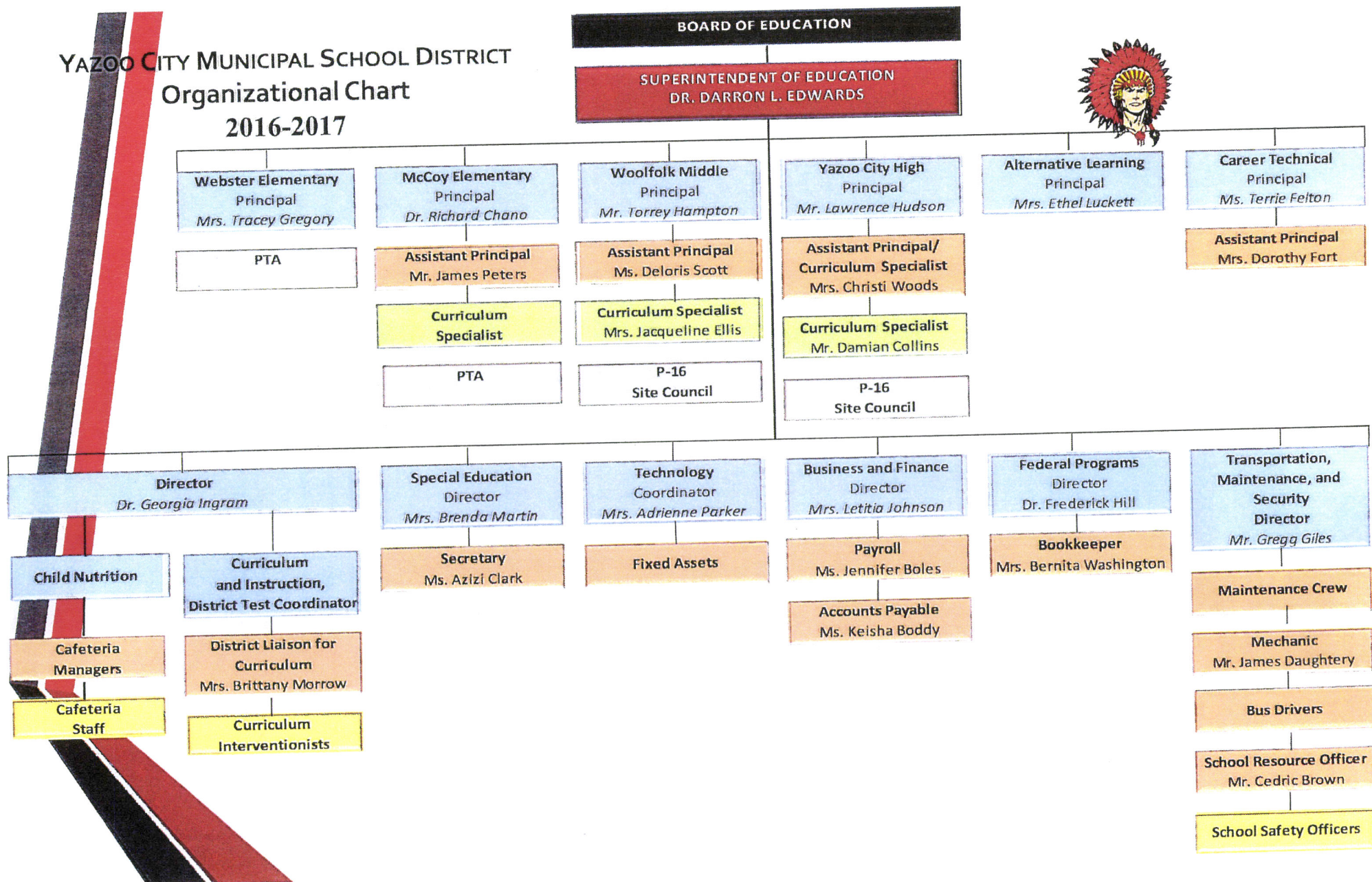
APPENDIX F

N/A

YAZOO CITY MUNICIPAL SCHOOL DISTRICT

Organizational Chart

2016-2017



APPENDIX J

N/A

APPENDIX K

Budget

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

RECEIVED
OFFICE OF PROCUREMENT

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

2017 JUL 28 PM 12 27

1. Grantee's Name and Address
Yazoo City Municipal School
District
(Bettie E. Woolfolk Middle)
1133 Calhoun Avenue
Yazoo City, MS 39194

2. Grantee's Contact Person and Telephone No.

Dr. Darron Edwards, Superintendent 662-746-2125

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) July 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:

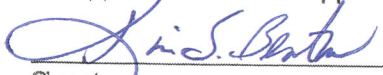
SY	GENERAL	FEDERAL/OTHER FUNDS	TOTAL
Year 1		\$575,533.00	\$575,533.00
Year 2		\$522,347.00	\$522,347.00
Year 3		\$483,059.00	\$483,059.00
Year 4		\$287,766.50	\$287,766.50
Grand Total		\$1,868,705.50	\$1,868,705.50

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:

☒ Statement of Work
☒ Budget Summary
☒ Budget Narrative
☒ Standard Terms and Conditions

☒ Reporting Requirements
☐ Special Condition
☒ Travel Policy
☐ Other: _____

9. Approved for Mississippi Department of Education

 7/25/17
Signature Date

Name: Kim S. Benton
Title: Chief Academic Officer

10. Approved for Grantee

 7-18-2017
Signature Date

Name: Darron Edwards
Title: Superintendent

 7/26/2017
Signature Date

Name: Monique Corley
Title: Director, Office of Procurement

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.

Equal Opportunity Employer

The grantee shall be an equal opportunity employer and shall perform to all affirmative action and other 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 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

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.

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 reimburse an amount not to exceed Year 1 (SY17-18) \$575,533.00; Year 2 (SY18-19) \$522,347.00; and Year 3 (SY19-20) \$483,059.00, Year 4 (SY20-21) \$287,766.50 using the breakdown of expenses approved in the Grant Renewal Application for each school year. 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

2. Grantee's Name and Address Yazoo City Municipal School District (Bettie E. Woolfolk Middle) 1133 Calhoun Avenue Yazoo City, MS 39194	2. Grantee's Contact Person and Telephone No. <u>Dr. Darron Edwards, Superintendent 662-746-2125</u> 3. CFDA No. <u>84.377</u> 4. Title of Federal Program <u>School Improvement Grant 1003(g)</u> 5. Federal Award No. <u>ES377A140025, ES377A150025, ES377A160025</u> 6. Grant Beginning and Ending Dates: <u>Year 1 (SY17-18) July 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>
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. postage b. telephone c. rental of buildings and floor space d. rental of EDP and computer equipment e. other contractual services	3. _____ a. _____ b. _____ c. _____ d. _____ e. _____
4. Commodities	4. _____
5. Equipment a. office machines, furniture, fixtures and equipment b. data processing and computer equipment c. other equipment	5. _____ a. _____ b. _____ c. _____
6. Administrative Fees	6. _____
GRAND TOTAL	\$ 1,868,705.50

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☐ - LEA Comprehensive Full Implementation Budget (Year 2017-18)
☐ - Priority ☒ - Focus

FISCAL YEAR 2018	DISTRICT NUMBER 8220	SCHOOL CODE 8220-8220016	NCES LEA ID 2804770	NCES SCHOOL ID 280477000887
DISTRICT NAME YAZOO CITY MUNICIPAL SCHOOL DISTRICT			SCHOOL NAME BETTIE E. WOOLFOLK MIDDLE SCHOOL	
ADDRESS 209 W. 5TH STREET, YAZOO CITY, MS		SIG 1003(G) PROGRAM CONTACT DR. FREDERICK HILL		SUPERINTENDENT NAME DR. DARRON EDWARDS
EMAIL ADDRESS fhill@yazoocty.k12.ms.us		TELEPHONE NUMBER 662-746-2125		FAX NUMBER 662-746-9210



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MISSISSIPPI
DEPARTMENT OF
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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 7/25/17 <i>SPR</i>	
	TOTAL FUNDS \$1,848,705.50	
	CARRYOVER FUNDS 0	
	CURRENT FUNDS \$575,533.00	
	BEGIN DATE 7/1/17	END DATE 9/30/21

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

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs	53000	16898				10250	56251		\$ 136,399
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	241828	74858	100000						\$ 416,686
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						5000	5000		\$ 10,000
21	7110	Indirect Costs Transfer Out	Enter Indirect Cost Transfer Amount in the Total Column ONLY								\$ 12,448
22	Total Budget		\$ 294,828	\$ 91,756	\$ 100,000	\$ 0	\$ 0	\$ 15,250	\$ 61,251	\$ 0	\$ 575,533

Date **7/25/17**

Darius Campbell
MDE - Director of Fiscal Grants Management

Date **7/25/17**

Donna Roberts
MDE - Director of School Improvement

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-18)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
YAZOO CITY MUNICIPAL SCHOOL DISTRICT		BETTIE E. WOOLFOLK MIDDLE SCHOOL								8220	
<p>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.mdck12.org/OSFS/AMID. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1130	SCHOLAR INCENTIVES \$472 X 9 MONTHS						4,250			\$ 4,250	64,76, 81, 105,12 6,140
1130	CHROMEBOOKS 150 @ \$222							33,300		\$ 33,300	72, 74, 109, 115, 117
1130	SCIENCE LABS Microscopes, burners, and other supplies						1,000	7,951		\$ 8,951	105
1130	TEACHER RESOURCE WORKROOM COMPUTERS COPIERS, INTERACTIVE SMARTBOARDS, SCANNERS						5,000	15,000		\$ 20,000	143
1130	BEHAVIOR THERAPIST Rate of benefits: retirement 15.75% - Health \$4272 - FICA 7.65% - Life- Social Security	53,000	16,898							\$ 69,898	105
										\$ 0	
FUNCTION TOTAL		\$ 53,000	\$ 16,898	\$ 0	\$ 0	\$ 0	\$ 10,250	\$ 56,251	\$ 0	\$ 136,399	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-18)
☐ School Sustainability Budget



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

DISTRICT NAME YAZOO CITY MUNICIPAL SCHOOL DISTRICT	SCHOOL NAME WOOLFOLK MIDDLE SCHOOL	DISTRICT CODE 8220
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Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. *Complete one page per Function Number for your school's budget.* The Function Total on this page should agree with the "LEA Federal Budget Summary" - Function Total.

FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	FINANCIAL INCENTIVES FOR REACHING GOALS AND SIGNING BONUSES	51,500	12,339							\$ 63,839	64, 76, 81, 105, 126, 140
2210	MATH INTERVENTIONIST Rate of benefits: retirement 15.75% - Health \$4272 - FICA 7.65% - Life- Social Security	32,164	11,948							\$ 44,112	105, 120
2210	PROFESSIONAL DEVELOPMENT TEACHER CAPACITY TRAINING 3 phases @ \$29,800=\$89,400; \$10,600 other PD			100,000						\$ 100,000	139- 141
2210	INSTRUCTIONAL COACH Rate of benefits: Retirement 15.75% - Health \$4272 - FICA 7.65% - Life- Social Security	56,000	17,611							\$ 73,611	120
2210	ELA INTERVENTIONIST Rate of benefits: retirement 15.75% - Health \$4272 - FICA 7.65% - Life- Social Security	32,164	11,948							\$ 44,112	105, 121
										\$ 0	
FUNCTION TOTAL		\$ 171,828	\$ 53,846	\$ 100,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 325,674	

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- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-18)
☐ School Sustainability Budget



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Ensuring a bright future for every child

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

DISTRICT NAME

YAZOO CITY MUNICIPAL SCHOOL DISTRICT

SCHOOL NAME

BETTIE E. WOOLFOLK MIDDLE SCHOOL

DISTRICT CODE

8220

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

FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
3900	PARENTING SUPPLIES						5,000			\$ 5,000	143
3900	COMPUTER 5 @ \$1000							5,000		\$ 5,000	143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 5,000	\$ 0	\$ 10,000	

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☒ - LEA Comprehensive Full Implementation Budget (Year 2018-19)
☐ - Priority ☒ - Focus

FISCAL YEAR 2019	DISTRICT NUMBER 8220	SCHOOL CODE 8220-8220016	NCES LEA ID 2804770	NCES SCHOOL ID 280477000887
DISTRICT NAME YAZOO CITY MUNICIPAL SCHOOL DISTRICT			SCHOOL NAME BETTIE E. WOOLFOLK MIDDLE SCHOOL	
ADDRESS 209 W. 5TH STREET, YAZOO CITY, MS		SIG 1003(G) PROGRAM CONTACT DR. FREDERICK HILL		SUPERINTENDENT NAME DR. DARRON EDWARDS
EMAIL ADDRESS fhill@yazoocty.k12.ms.us		TELEPHONE NUMBER 662-746-2125		FAX NUMBER 662-746-9210



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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 7/25/17 <i>SGH</i>		INITIALS
	TOTAL FUNDS \$1,868,705.50		
	CARRYOVER FUNDS 0		
	CURRENT FUNDS \$522,347.00		
	BEGIN DATE 7/1/17	END DATE 9/30/21	

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

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs									\$ 0
4	1130	Middle-Junior High Programs	53000	16898				5250	7951		\$ 83,099
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	241828	74858	100000						\$ 416,686
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						5000	5000		\$ 10,000
21	7110	Indirect Costs Transfer Out	Enter Indirect Cost Transfer Amount in the Total Column ONLY								\$ 12,562
22	Total Budget		\$ 294,828	\$ 91,756	\$ 100,000	\$ 0	\$ 0	\$ 10,250	\$ 12,951	\$ 0	\$ 522,347

Date **7/25/17**

Stisha Campbell
MDE - Director of Fiscal Grants Management

Date **7/25/2017**

Shirley Roberts
MDE - Director of School Improvement

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-19)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
YAZOO CITY MUNICIPAL SCHOOL DISTRICT		BETTIE E. WOOLFOLK MIDDLE SCHOOL								8220	
<p>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. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	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)		
1130	SCHOLAR INCENTIVES \$472 X 9 MONTHS						4,250			\$ 4,250	64, 76, 81, 105, 126, 140
1130	BEHAVIOR THERAPIST Rate of benefits: retirement 15.75% - Health \$4272 - FICA 7.65% - Life- Social Security	53,000	16,898							\$ 69,898	105
1130	SCIENCE LABS Microscopes, burners, and other supplies						1,000	7,951		\$ 8,951	105
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 53,000	\$ 16,898	\$ 0	\$ 0	\$ 0	\$ 5,250	\$ 7,951	\$ 0	\$ 83,099	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-19)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
YAZOO CITY MUNICIPAL SCHOOL DISTRICT		BETTIE E. WOOLFOLK MIDDLE SCHOOL								8220	
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMID. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	SCHOOL IMPROVEMENT TURNAROUND OFFICER Rate of benefits: retirement 15.75% - Health \$4272 - FICA 7.65% - Life- Social Security	70,000	21,012							\$ 91,012	135
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 70,000	\$ 21,012	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 91,012	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-19)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
YAZOO CITY MUNICIPAL SCHOOL DISTRICT		BETTIE E. WOOLFOLK MIDDLE SCHOOL								8220	
<p>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. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
3900	PARENTING SUPPLIES						5,000			\$ 5,000	143
3900	COMPUTER 5 @ \$1000							5,000		\$ 5,000	143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 5,000	\$ 0	\$ 10,000	

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☒ - LEA Comprehensive Full Implementation Budget (Year 19-20)
☐ - Priority ☒ - Focus



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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	
	7/25/17 <i>SPK</i>	
	TOTAL FUNDS	
	\$1,868,705.50	
	CARRYOVER FUNDS	
CURRENT FUNDS		
\$483,059.00		
BEGIN DATE	END DATE	
7/1/17	9/30/17	

FISCAL YEAR 2020	DISTRICT NUMBER 8220	SCHOOL CODE 8220-8220016	NCES LEA ID 2804770	NCES SCHOOL ID 280477000887
DISTRICT NAME YAZOO CITY MUNICIPAL SCHOOL DISTRICT			SCHOOL NAME BETTIE E. WOOLFOLK MIDDLE SCHOOL	
ADDRESS 209 W. 5TH STREET, YAZOO CITY, MS		SIG 1003(G) PROGRAM CONTACT DR. FREDERICK HILL		SUPERINTENDENT NAME DR. DARRON EDWARDS
EMAIL ADDRESS fhill@yazoocity.k12.ms.us		TELEPHONE NUMBER 662-746-2125		FAX NUMBER 662-746-9210

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									\$ 0
4	1130	Middle-Junior High Programs	53000	16898				4250			\$ 74,148
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	241828	74858	75000						\$ 391,686
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						5000			\$ 5,000
Enter Indirect Cost Transfer Amount in the Total Column ONLY											
22	Total Budget		\$ 294,828	\$ 91,756	\$ 75,000	\$ 0	\$ 0	\$ 9,250	\$ 0	\$ 0	\$ 483,059

Date

Debra Campbell
MDE - Director of Fiscal Grants Management

Date

Donna Robinson
MDE - Director of School Improvement

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-20)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
YAZOO CITY MUNICIPAL SCHOOL DISTRICT		BETTIE E. WOOLFOLK MIDDLE SCHOOL								8220	
<p>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. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1130	SCHOLAR INCENTIVES \$472 X 9 MONTHS						4,250			\$ 4,250	64, 76, 81, 105, 126, 140
1130	BEHAVIOR THERAPIST Rate of benefits: retirement 15.75% - Health \$4272 - FICA 7.65% - Life- Social Security	53,000	16,898							\$ 69,898	105
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 53,000	\$ 16,898	\$ 0	\$ 0	\$ 0	\$ 4,250	\$ 0	\$ 0	\$ 74,148	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-20)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
YAZOO CITY MUNICIPAL SCHOOL DISTRICT		WOOLFOLK MIDDLE SCHOOL								8220	
<p>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.mdck12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER <i>(Only use one Function per page) (1)</i>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	FINANCIAL INCENTIVES FOR REACHING GOALS AND SIGNING BONUSES	51,500	12,339							\$ 63,839	64, 76, 81, 105, 126, 140
2210	MATH INTERVENTIONIST Rate of benefits: retirement 15.75% - Health \$4272 - FICA 7.65% - Life- Social Security	32,164	11,948							\$ 44,112	105, 120
2210	PROFESSIONAL DEVELOPMENT \$1200 PER DAY @ 62.5 DAYS			75,000						\$ 75,000	139-141
2210	INSTRUCTIONAL COACH Rate of benefits: retirement 15.75% - Health \$4272 - FICA 7.65% - Life- Social Security	56,000	17,611							\$ 73,611	120
2210	ELA INTERVENTIONIST Rate of benefits: retirement 15.75% - Health \$4272 - FICA 7.65% - Life- Social Security	32,164	11,948							\$ 44,112	105, 121
2210	SCHOOL IMPROVEMENT TURNAROUND OFFICER	70,000	21,012							\$ 91,012	
FUNCTION TOTAL		\$ 241,828	\$ 74,858	\$ 75,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 391,686	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-20)
☐ School Sustainability Budget



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

DISTRICT NAME

SCHOOL NAME

DISTRICT CODE

YAZOO CITY MUNICIPAL SCHOOL DISTRICT BETTIE E. WOOLFOLK MIDDLE SCHOOL 8220

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

FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
3900	PARENTING SUPPLIES						5,000			\$ 5,000	143
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 0	\$ 0	\$ 5,000	

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



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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 D.		INITIALS
	7/25/17		SJR
	TOTAL FUNDS		
	\$1,868,705.50		
	CARRYOVER FUNDS		
CURRENT FUNDS			
\$287,705.50			
BEGIN DATE	END DATE		
7/1/17	9/30/17		

FISCAL YEAR 2021	DISTRICT NUMBER 8220	SCHOOL CODE 8220-8220016	NCES LEA ID 2804770	NCES SCHOOL ID 280477000887
DISTRICT NAME YAZOO CITY MUNICIPAL SCHOOL DISTRICT			SCHOOL NAME BETTIE E. WOOLFOLK MIDDLE SCHOOL	
ADDRESS 209 W. 5TH STREET, YAZOO CITY, MS		SIG 1003(G) PROGRAM CONTACT DR. FREDERICK HILL	SUPERINTENDENT NAME DR. DARRON EDWARDS	
EMAIL ADDRESS fhill@yazoocty.k12.ms.us		TELEPHONE NUMBER 662-746-2125	FAX NUMBER 662-746-9210	

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									\$ 0
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs									\$ 0
7	1270	Remediation Extended School Year									\$ 0
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	171828.0	\$ 53,846.00	62092.50						\$ 287,766.50
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration									\$ 0
18	2710 - 2799	Student Transportation Services									\$ 0
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out									\$ 0
Enter Indirect Cost Transfer Amount in the Total Column ONLY											
22	Total Budget		\$ 171,828	\$ 53,846.00	\$ 62,092.50	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 287,766.50

Date

Debra Campbell
MDE - Director of Fiscal Grants Management

Date

James Robinson
MDE - Director of School Improvement