

School Improvement Grants

# Application for FY 2013 New Awards Competition

## Section 1003(g) of the Elementary and Secondary Education Act

Fiscal Year 2013

CFDA Number: 84.377A

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**State Name:** Mississippi



U.S. Department of Education  
Washington, D.C. 20202

OMB Number: 1810-0682  
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### Paperwork Burden Statement

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## SCHOOL IMPROVEMENT GRANTS

### **Purpose of the Program**

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools. Under the final requirements published in the *Federal Register* on October 28, 2010 (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>), school improvement funds are to be focused on each State's "Tier I" and "Tier II" schools. Tier I schools are the lowest-achieving five percent of a State's Title I schools in improvement, corrective action, or restructuring, Title I secondary schools in improvement, corrective action, or restructuring with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain Title I eligible (and participating) elementary schools that are as low achieving as the State's other Tier I schools ("newly eligible" Tier I schools). Tier II schools are the lowest-achieving five percent of a State's secondary schools that are eligible for, but do not receive, Title I, Part A funds, secondary schools that are eligible for, but do not receive, Title I, Part A funds with graduation rates below 60 percent over a number of years, and, if a State so chooses, certain additional Title I eligible (participating and non-participating) secondary schools that are as low achieving as the State's other Tier II schools or that have had a graduation rate below 60 percent over a number of years ("newly eligible" Tier II schools). An LEA also may use school improvement funds in Tier III schools, which are Title I schools in improvement, corrective action, or restructuring that are not identified as Tier I or Tier II schools and, if a State so chooses, certain additional Title I eligible (participating and non-participating) schools ("newly eligible" Tier III schools). In the Tier I and Tier II schools an LEA chooses to serve, the LEA must implement one of four school intervention models: turnaround model, restart model, school closure, or transformation model.

### **ESEA Flexibility**

An SEA that has received ESEA flexibility no longer identifies Title I schools for improvement, corrective action, or restructuring; instead, it identifies priority schools, which are generally a State's lowest-achieving Title I schools. Accordingly, if it chooses, an SEA with an approved ESEA flexibility request may select the "**priority schools list waiver**" in Section H of the SEA application for SIG funds. This waiver permits the SEA to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools.

Through its approved ESEA flexibility request, an SEA has already received a waiver that permits its LEAs to apply for SIG funds to serve priority schools that are not otherwise eligible to receive SIG funds because they are not identified as Tier I, Tier II, or Tier III schools. The waiver offered in this application goes beyond this previously granted waiver to permit the SEA to actually use its priority schools list as its SIG list.

### **Availability of Funds**

The Consolidated and Further Continuing Appropriations Act, 2013, provided \$506 million for School Improvement Grants in fiscal year (FY) 2013.

FY 2013 SIG funds are available for obligation by SEAs and LEAs through September 30, 2015.

### **State and LEA Allocations**

Each State (including the District of Columbia and Puerto Rico), the Bureau of Indian Education, and the outlying areas are eligible to apply to receive a SIG grant. The Department will allocate FY 2013 SIG funds in proportion to the funds received in FY 2013 by the States, the Bureau of Indian Education, and the outlying areas under Parts A, C, and D of Title I of the ESEA. An SEA must allocate at least 95 percent of its SIG funds directly to LEAs in accordance with the final requirements (<http://www.gpo.gov/fdsys/pkg/FR-2010-10-28/pdf/2010-27313.pdf>). The SEA may retain an amount not to exceed five percent of its allocation for State administration, evaluation, and technical assistance.

### **Consultation with the Committee of Practitioners**

Before submitting its application for a SIG grant to the Department, an SEA must consult with its Committee of Practitioners established under section 1903(b) of the ESEA regarding the rules and policies contained therein. The Department recommends that the SEA also consult with other stakeholders, such as potential external providers, teachers' unions, and business, civil rights, and community leaders that have an interest in its application.

# FY 2013 NEW AWARDS APPLICATION INSTRUCTIONS

This application is for use only by SEAs that will make new awards. New awards are defined as an award of SIG funds to an LEA for a school that the LEA was not previously approved to serve with SIG funds in the school year for which funds are being awarded—in this case, the 2014–2015 school year. New three-year awards may be made with the FY 2013 funds or any unobligated SIG funds from previous competitions not already committed to grants made in earlier competitions.

The Department will require those SEAs that will use FY 2013 funds solely for continuation awards to submit a SIG application. However, those SEAs using FY 2013 funds solely for continuation purposes are only required to complete the Continuation Awards Only Application for FY 2013 School Improvement Grants Program located at the end of this application.

## SUBMISSION INFORMATION

### **Electronic Submission:**

The Department strongly prefers to receive an SEA's FY 2013 SIG application electronically. The application should be sent as a Microsoft Word document, **not** as a PDF.

The SEA should submit its FY 2013 application to [OESE.OST@ed.gov](mailto:OESE.OST@ed.gov).

In addition, the SEA must submit a paper copy of the cover page signed by the SEA's authorized representative to the address listed below under "Paper Submission."

### **Paper Submission:**

If an SEA is not able to submit its application electronically, it may submit the original and two copies of its SIG application to the following address:

Carlas McCauley, Group Leader  
Office of School Turnaround  
U.S. Department of Education  
400 Maryland Avenue, SW, Room 3W320  
Washington, DC 20202-6132

Due to potential delays in government processing of mail sent through the U.S. Postal Service, SEAs are encouraged to use alternate carriers for paper submissions.

### **Application Deadline**

Applications are due on or before November 22, 2013.

### **For Further Information**

If you have any questions, please contact Carlas McCauley at (202) 260-0824 or by e-mail at [Carlas.Mccauley@ed.gov](mailto:Carlas.Mccauley@ed.gov).

**APPLICATION COVER SHEET  
SCHOOL IMPROVEMENT GRANTS**

Legal Name of Applicant: Mississippi Department of Education	Applicant's Mailing Address: 359 North West Street, Suite 213 Post Office Box 771 Jackson, MS 39205-0771
State Contact for the School Improvement Grant  Name: Dr. Laura B. Jones  Position and Office: Bureau Manager, Office of School Recovery  Contact's Mailing Address: 359 North West Street, Suite 213 Post Office Box 771 Jackson, MS 39205-0771  Telephone: 601-359-1003  Fax: 601-576-3515  Email address: lauraj@mde.k12.ms.us	
Chief State School Officer (Printed Name): Carey M. Wright, Ed.D	Telephone:
Signature of the Chief State School Officer:  X	Date:
The State, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

## PART I: SEA REQUIREMENTS

As part of its application for a School Improvement Grant under section 1003(g) of the ESEA, an SEA must provide the following information.

### A. ELIGIBLE SCHOOLS

**Part 1 (Definition of Persistently Lowest-Achieving Schools):** Along with its list of Tier I, Tier II, and Tier III schools, the SEA must provide the definition that it used to develop this list of schools. If the SEA’s definition of persistently lowest-achieving schools that it makes publicly available on its Web site is identical to the definition that it used to develop its list of Tier I, Tier II, and Tier III schools, it may provide a link to the page on its Web site where that definition is posted rather than providing the complete definition. If an SEA is requesting the priority schools list waiver, it need not provide this definition, as its methodology for identifying its priority schools has already been approved through its ESEA flexibility request.

**Mississippi is requesting the priority schools list waiver in Section H and will use this list for the FY2013 SIG process. Mississippi has an approved ESEA flexibility waiver dating from 2011.**

**Part 2 (Eligible Schools List):** As part of its FY 2013 application an SEA must provide a list, by LEA, of each Tier I, Tier II, and Tier III school in the State or, if it is requesting the priority schools list waiver, of each priority school in the State. (A State’s Tier I and Tier II schools are its persistently lowest-achieving schools and, if the SEA so chooses, certain additional Title I eligible schools that are as low achieving as the State’s persistently lowest-achieving schools or that have had a graduation rate below 60 percent over a number of years.) In providing its list of schools, the SEA must indicate whether a school has been identified as a Tier I or Tier II school solely because it has had a graduation rate below 60 percent over a number of years.

**Directions:** SEAs that generate new lists should create this table in Excel using the format shown below. An example of the table has been provided for guidance.

#### SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY (if applicable)	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE <sup>1</sup>

**EXAMPLE:**

<sup>1</sup> “Newly Eligible” refers to a school that was made eligible to receive SIG funds by the Consolidated Appropriations Act, 2010. A newly eligible school may be identified for Tier I or Tier II because it has not made adequate yearly progress for at least two consecutive years; is in the State’s lowest quintile of performance based on proficiency rates on State’s assessments; and is no higher achieving than the highest-achieving school identified by the SEA as a “persistently lowest-achieving school” or is a high school that has a graduation rate less than 60 percent over a number of years. For complete definitions of and additional information about “newly eligible schools,” please refer to the FY 2010 SIG Guidance, questions A-20 to A-30.

**SCHOOLS ELIGIBLE FOR FY 2013 SIG FUNDS**

LEA NAME	LEA NCES ID #	SCHOOL NAME	SCHOOL NCES ID#	PRIORITY	TIER I	TIER II	TIER III	GRAD RATE	NEWLY ELIGIBLE
LEA 1	##	HARRISON ES	##		X				
LEA 1	##	MADISON ES	##		X				
LEA 2	##	TAYLOR MS	##				X		X

**Part 3 (Terminated Awards):** All SEAs are required to list any LEAs with one or more schools for which funding under previously awarded SIG grants will not be renewed for the 2014-2015 school year. For each such school, note the amount of unused remaining funds and explain how the SEA or LEA plans to use those funds.

**\*All Cohort II schools are currently in their final year of implementation however on December 16, 2011, a Cohort I school was given notice of termination of their School Improvement Grant by the State. The school subsequently appealed the decision to the State and later to the U.S. Department of Education.**

**On February 20, 2013, the LEA filed a motion to dismiss the Appeal which was granted on March 25, 2013. Given the date of the dismissal, there was not adequate time to initiate a new SIG competition prior to the beginning of 2013-2014 school year. Additionally, following consultation with USDE, a recommendation was made to utilize the FY 2009 allocation to fund year three Cohort II schools to the extent possible. Due to the recent nonrenewal of three Cohort II Schools for failure to meet the criteria set forth in their grant, MDE was able to fund 100% of the remaining cohort II schools with FY 2009 funds leaving FY2012 funds unobligated.**

**MDE request that the FY 2012 funds be combined with FY 2013 SIG funds in awarding a new cohort of SIG schools.**

LEA NAME	SCHOOL NAME	DESCRIPTION OF HOW REMAINING FUNDS WERE OR WILL BE USED	AMOUNT OF REMAINING FUNDS
*	*	These funds will be combined with FY2013 funds to increase the number of schools that will receive SIG awards.	\$6,141,872.55
<b>TOTAL AMOUNT OF REMAINING FUNDS:</b>			\$6,141,872.55

**B. EVALUATION CRITERIA: An SEA must provide the criteria it will use to evaluate the information set forth below in an LEA’s application for a School Improvement Grant.**

**Part 1:** The three actions listed in Part 1 are ones that an LEA must take prior to submitting its application for a School Improvement Grant. Accordingly, the SEA must describe, with specificity, the criteria the SEA will use to evaluate an LEA’s application with respect to each of the following actions:

- (1) The LEA has analyzed the needs of each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application and has selected an intervention for each school.

- (2) The LEA has demonstrated that it has the capacity to use school improvement funds to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application in order to implement fully and effectively the selected intervention in each of those schools.
- (3) The LEA’s budget includes sufficient funds to implement the selected intervention fully and effectively in each Tier I and Tier II school, or each priority school, as applicable, identified in the LEA’s application, as well as to support school improvement activities in Tier III schools in a State that is not requesting the priority schools list waiver, throughout the period of availability of those funds (taking into account any waiver extending that period received by either the SEA or the LEA).

#### Requirement 1—Selecting an Intervention

**Needs Assessment:** All local educational agencies in Mississippi that receive Title I funds are required to conduct an annual comprehensive needs assessment. Similarly, all LEAs seeking SIG funds must conduct a comprehensive needs assessment to determine the needs of each eligible school. To streamline the School Improvement Grant process, LEAs may use their current year Title I comprehensive needs assessment data for the SIG application.

The Title I comprehensive needs assessment focuses on gathering data in five dimensions: student achievement, curriculum and instruction, professional development, family and community involvement, and school context and organization. In the LEA Application Toolkit, MDE has provided districts a list of key questions and suggested data sources for each domain. LEAs are encouraged to use this tool to conduct their needs assessment for both Title I and SIG. Within the LEA Application, LEAs are asked to summarize the results of their needs assessment in each of the five dimensions. LEAs will also complete and attach the Performance Framework, which includes baseline data and proposed targets for the leading and achievement indicators. These findings will inform their intervention selection for each eligible school as well as the particular improvement plans the LEA proposes throughout the School Proposal.

The external reviewers will first determine whether sufficient evidence exists that the LEA conducted a thorough needs assessment. If the LEA does not demonstrate that it conducted a needs assessment, the LEA may be deemed ineligible for funding. If the LEA successfully demonstrates that it conducted a needs assessment, the external reviewers will evaluate the LEA’s School Proposal based on how well it aligns with the findings from the needs assessment.

**Selecting an Intervention:** In the LEA Application Toolkit, the Mississippi Department of Education (MDE) will provide LEAs with a decision-making tool which uses the results of the needs assessment to assist LEAs in selecting a “best-fit” intervention. This decision-making tool is based on work by the Center on Innovation and Improvement. LEAs will be asked to use this tool to aid in the selection of the appropriate intervention and will attach the completed tool to their LEA Applications. LEAs will also provide a narrative justification summarizing why the particular intervention is the best fit for the school based on the findings of the needs assessment.

The external reviewers will evaluate the School Proposal based on how well the selected intervention model aligns with the results of the school’s needs assessment.

### Requirement 2—Capacity to Implement

In the LEA Plan Overview of the LEA Application, MDE solicits information about the LEA's experience with competitive grants, internal monitoring plans, current human capital at the school and district levels, whether the LEA has previously received a SIG grant, whether the LEA is or has recently been under state conservatorship, and whether the LEA has "F" rated schools. The LEA must also submit findings from its most recent audit as well as its current transformation plan as a priority school. The answers to these questions will provide external reviewers with a picture of the LEA's capacity to implement reforms.

### Requirement 3—Budget

Within the LEA Application, the LEA will provide a fiscal plan for funding reform in the school and district levels. MDE will judge each of these documents in order to determine whether the LEA is providing sufficient funds to implement the selected interventions fully and effectively. The LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each priority school that the LEA commits to serve.

The fiscal plan will include the following information:

1. LEA SIG Budget—A budget detailing the use of SIG funds on the district level in the format provided by MDE
2. LEA Budget Narrative—Description of the budget items included in the LEA's SIG budget in the format provided by MDE (The budget should be prepared using excel file [Cohort III SIG budget.xlsx](#). An example of the budget forms are included in the LEA toolkit on pages 38-44)
3. LEA Alignment—Evidence of alignment of the LEA budget with school-level budgets and the school proposal narratives
4. School SIG Budget—A budget detailing the use of SIG funds on the school level in the format provided by MDE
5. School Budget Narrative—Description of the budget items included in the school SIG budget in the format provided by MDE
6. School Alignment—Evidence of alignment of the school budgets and the school proposal narrative

**Part 2:** The actions in Part 2 are ones that an LEA may have taken, in whole or in part, prior to submitting its application for a School Improvement Grant, but most likely will take after receiving a School Improvement Grant. Accordingly, an SEA must describe the criteria it will use to assess the LEA's commitment to do the following:

- Design and implement interventions consistent with the final requirements;
- Recruit, screen, and select external providers, if applicable, to ensure their quality;
- Align other resources with the interventions;
- Modify its practices or policies, if necessary, to enable it to implement the interventions fully and effectively; and,
- Sustain the reforms after the funding period ends.

### Requirement 1—Design and Implementation

**LEA APPLICATION:** The LEA Application process is the means by which MDE ensures that LEAs will design and implement interventions consistent with the final requirements. The Federal FY2013 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.) Prior to the application submission deadline, MDE will provide LEAs with priority schools technical assistance in completing for the LEA Application and understanding the LEA Application Rubric.

With every LEA Application, an LEA must provide a completed Mississippi Department of Education (MDE)-formatted cover page, the official MDE checklist, a signed copy of the LEA Assurances, and a completed LEA waiver request form. All of these documents can be found in the LEA Application attached to this document.

**LEA PLAN OVERVIEW:** When an LEA applies for a School Improvement Grant for one or more schools, the LEA must complete an LEA Plan Overview containing information relevant to every eligible SIG school that the LEA seeks to serve. LEA Plan Overviews will be evaluated through the use of the LEA Application Rubric. Below, the sections of the LEA Plan Overview are described. For more information, consult the LEA Application attached at the end of this document.

**I. Introduction**—Background information about the application, including

- A. Descriptive Information about the Eligible Schools—Completion of a chart listing the official names of the schools, state school codes, NCES school codes, Priority designation, state accountability labels, and intervention selection information
- B. Consultation with Stakeholders—An explanation of the steps the LEA took to consult with stakeholders about the application
- C. Disclosure of External Party Application Assistance—A disclosure of all persons who contributed to the grant application, including the external persons or organizations assisting the LEA in the development of the application and the role the external parties played

**II. District Leadership**—An overview of issues related to district leadership, including

- A. District Governance
  - 1. Policy Analysis and Timeline—Completion of the district policy analysis chart which will help LEAs in identifying policies that may create barriers to reform, proposing appropriate changes to those policies that may create barriers, and setting a timeline for policy change adoption
  - 2. School Board Approval—Evidence of LEA Board support by attaching the Board’s agenda and/or minutes from the relevant board meeting
  - 3. Lead Partner Contracting Process—Answers to key questions about an LEA’s plans for recruitment and selection of Lead Partners
- B. District Capacity for Selected Interventions—Answers to key questions relating to an LEA’s capacity to support its portfolio of school reforms
- C. Sustainability—The LEA’s plans to support sustainability of reforms from the district-level perspective

**SCHOOL PROPOSAL:** The LEA must develop a School Proposal for each school the LEA wishes to serve. Elements of the School Proposal will be evaluated according to the LEA Application Rubric. The School

Proposal contains elements common to all intervention types. If an element is relevant for only one intervention model, that element is highlighted as for a particular intervention model only. For more details about the proposal elements, please see the LEA Application.

## **I. Introduction**

- A. Descriptive Information about the Eligible School—Completion of a chart listing the official name of the school, the state school code, the NCES school code, Priority designation, state accountability label, and selected intervention
  - 1. Newly Consolidated School(s) Information (*CLOSURE ONLY*)—Completion of a chart listing the official name of the newly consolidated (higher achieving) school(s), the state school code, the NCES school code, state accountability label, the grades served by the school(s) (before, during, and after consolidation), and the enrollment of the newly consolidated school(s)
- B. Alignment with the Needs Assessment
  - 1. Evidence of the completion of a comprehensive needs assessment
  - 2. A justification of how the selected intervention model addresses the school’s needs as defined by the needs assessment
- C. Alignment with Intervention Requirements (*TURNAROUND/TRANSFORMATION ONLY*)—Completion of a chart detailing how the proposal meets each of the requirements for selected intervention
- D. Foundation Laid through Priority Schools Process or Previous SIG Process—Evidence that a school has the commitment to reform as determined by the actions taken by the school prior to the application as part of being identified as a Priority school or as part of a previous School Improvement Grant
- E. Implementation Milestones—Completion of a chart detailing the major steps in the implementation process, individuals responsible for accomplishing tasks, evaluation metric with which the LEA will know the task has been accomplished, and a timeline
  - 1. Pre-Implementation Plan—Completion of a chart detailing major pre-implementation tasks, individuals responsible, evaluation metric, and a timeline

## **II. Teaching and Learning**

- A. Curriculum (*TURNAROUND/TRANSFORMATION ONLY*)
  - 1. Research-based—A certification that the LEA uses the Common Core State Standards and the Mississippi Curriculum Frameworks provided by MDE, a description of research-based curricular materials for core subjects used to support the standards and answers to key questions about the school’s process for monitoring the effectiveness and state alignment of curricular materials
  - 2. Vertical alignment—Answers to key questions about the process of vertical alignment used by the school, including the process for developing, reviewing, and revising pacing guides and a schedule for cross-grade planning
- B. Instruction (*TURNAROUND/TRANSFORMATION ONLY*)
  - 1. Instructional Improvement—Explanation of how the school’s proposed instructional design differs

from previous programs

2. Three Tier Instructional Model/Intervention Process (IP)—Identification of personalized academic and non-academic support services which support the school's IP in accordance with State Board of Education Policy 4300; student social-emotional and community-oriented services and supports for the Turnaround Model may be listed in this item
3. Special Populations—The school's plans for using SIG to enhance services for students with disabilities, students who are English language learners, students who are academically behind, and gifted students, including but not limited to compliance with applicable laws and regulations
4. Increased Time—Plans regarding school schedule, length of school day, length of school year

**C. Assessments (*TURNAROUND/TRANSFORMATION ONLY*)**

1. Current assessments—Current internal and external formative, interim, and summative assessments used to measure and report student progress on the Performance Framework (see LEA application)
2. Proposed assessments—Proposed internal and external formative, interim, and summative assessments used to measure and report student progress on the Performance Framework (see LEA application)
3. Data-driven decision-making—Answers to key questions ensuring that the assessment plan permits immediate analysis, feedback, and targeted instruction to meet the academic needs of individual students

**D. Instructional Leadership and Staff**

1. Current instructional staff to be continued—Completion of a chart which includes a list of relevant current instructional positions, number of full-time equivalents to be employed in each position, funding source for positions, roles and responsibilities of positions, and lines of authority for each position
2. Proposed instructional staff to be added during SIG implementation—Completion of a chart which includes a list of relevant new instructional positions, number of full-time equivalents to be employed in each position, funding source for positions, roles and responsibilities of positions, and lines of authority for each position
3. Consolidated Staff (*CLOSURE ONLY*)—A description of how the school will combine staff from the two schools

**III. Operation and Support Systems**

**A. Allocation of Financial Resources—A fiscal plan which describes**

1. Additional Resources—An itemized list of all special revenue sources available to the school for the support of the school improvement plan, including federal title funds, state grants, and philanthropic support; the amounts of each source of funds available; and a description of how the revenue will support and align with the SIG proposal

**B. Human Resource Systems (*TURNAROUND/TRANSFORMATION ONLY*)**

1. Recruitment and Hiring—Plans for recruiting new school leadership and staff, including reliance on any Lead Partners
  - i. Turnaround/Transformation School Leader—A description of the process for recruiting and evaluating applicants to select for a strong leader with a proven track record of success in raising student achievement and, if applicable, increasing graduation rates
  - ii. Instructional Staff—A process for recruiting and evaluating applicants to select for effective teachers with a record of success in raising student achievement who also possess qualities that equip them to succeed in the turnaround/transformation environment
  - iii. Financial incentives—A description of financial incentives (such as signing bonuses, moving reimbursement, or loan repayment) supported by SIG or other sources that the LEA may use to recruit staff
2. Screening and Re-Hiring No More Than 50% of Current Staff (*TURNAROUND ONLY*)—A description of the school’s “locally developed competencies” to measure the effectiveness of staff and a process for screening and re-hiring current staff with a record of success in raising student achievement who also possess qualities that equip them to succeed in the turnaround environment
3. Employment Policies—The school’s leadership and teacher employment policies which address
  - i. Placement (*TURNAROUND/TRANSFORMATION ONLY*)—Process for assigning highly effective teachers to work with specific grades, subjects, and/or groups of students
  - ii. Evaluation Policies (*TRANSFORMATION ONLY*)—School’s current evaluation systems for instructional staff and leadership and whether they will adopt and use the rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor being piloted by the Mississippi Department of Education
  - iii. Financial rewards (*TRANSFORMATION ONLY*)—Plans for financially rewarding staff for student achievement by providing individual, team, or school-wide salary bonuses or raises or loan repayment
  - iv. Opportunities for promotion and career growth (*TURNAROUND/ TRANSFORMATION ONLY*)—A description of available formal and informal leadership opportunities for all teachers and a description of opportunities for highly effective teachers to help shape and implement the reform effort
  - v. Termination (*TRANSFORMATION ONLY*)—Process for staff termination after ample opportunities have been provided for them to improve their professional practice

C. Organizational Structures and Management

1. Governance (*TURNAROUND/TRANSFORMATION ONLY*)—An organization chart that clearly presents the school's proposed governance structure, including lines of authority and reporting between the school and the governing board, district-level staff, any related bodies (such as advisory bodies or parent and teacher councils), and any external organizations that will play a role in managing the school; turnaround schools must highlight how the proposed governance structure is new
  - i. District-Level Staff—District-level staff who will provide services to, or will oversee, the

turnaround/transformation school; funding sources for district-level staff, the roles and responsibilities of relevant district-level staff, and the lines of authority and reporting for these positions

ii. School Autonomy—A description of the school leader’s autonomy in making decisions related to such items as staffing, calendars/time, procedures, and budgeting or other important operations as well as how such autonomy is tied to accountability measures

2. Lead Partners (*TURNAROUND/TRANSFORMATION ONLY*)—Explanations of any external partners central to the school's operations or who provide support services to the school, including the scope of work of each external partner

3. School Climate (*TURNAROUND/TRANSFORMATION ONLY*)—An explanation of how the proposal will address school climate issues (discipline, truancy, teacher morale/attrition) as identified by the needs assessment

4. Facilities (*CLOSURE ONLY*)—Information pertaining to the use of facilities, including any necessary facility changes to accommodate additional students or students of a different age

D. Support for Teaching and Learning (*TURNAROUND/TRANSFORMATION ONLY*)

1. Professional Development—Plans for creating targeted, job-specific and job embedded professional development that is aligned with the school’s instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies and improve academic performance

2. Time for Faculty Collaboration—A chart demonstrating adequate time for regular, frequent faculty meetings and/or meetings with teams of teachers, i.e. grade level, department level, special services, to discuss individual student progress, curricular or grade-level teaching approaches and other reforms, and school-wide efforts in support of the school proposal

E. Parent and Community Engagement (*TURNAROUND/TRANSFORMATION ONLY*)

1. Community-School Relations—Answers to questions describing surveys to gauge parent and community satisfaction and support for local public schools as well as complaint procedures for families,

2. Services for Parents and Community Members—A description of the current and proposed coordination with local social and health service providers to help meet family needs as well as parent education classes (including GED, adult literacy, and ESL programs); student social-emotional and community-oriented services and supports for the Turnaround Model may be listed in this item

3. Engagement in School Improvement—Ongoing opportunities and structures for parent and community engagement in improvement such as the establishment of organized parent groups as well as public meetings involving parents and community members to review school performance and help develop school improvement plans

F. Parent and Community Outreach (*CLOSURE ONLY*)—Plans for parent and community outreach related to a student’s transition to a new school, including media outreach, opportunities for questions and answers, and available services

G. Sustainability (*TURNAROUND/TRANSFORMATION ONLY*)—Explanation of how the school’s plans for implementation, building human capital, and ongoing community engagement will support the sustainability of reforms

**BUDGET:** The budget and budget narrative pages provide the LEA the opportunity to demonstrate that they will be able to implement their SIG plans fully and effectively with SIG funds. The budget and budget narrative pages are found within the LEA Application.

The fiscal plan will include the following information:

1. LEA SIG Budget—A budget detailing the use of SIG funds on the district level in the format provided by MDE
2. LEA Budget Narrative—Description of the budget items included in the LEA’s SIG budget in the format provided by MDE
3. LEA Alignment—Evidence of alignment of the LEA budget with school-level budgets and the school proposal narratives
4. School SIG Budget—A budget detailing the use of SIG funds on the school level in the format provided by MDE
5. School Budget Narrative—Description of the budget items included in the school SIG budget in the format provided by MDE
6. School Alignment—Evidence of alignment of the school budgets and the school proposal narrative

**APPENDICES:** The Appendices provide the LEA with the opportunity to provide documentation of activities, policies, or plans. A list of the required Appendices is provided in the LEA Application.

#### Requirement 2—External Providers

In order to better explain to LEAs their options for Lead Partners—and their option not to choose a Lead Partner—MDE categorizes Lead Partners available to LEAs in Mississippi into two main types:

- *School Turnaround/Transformation Organizations*—School Turnaround/Transformation Organizations (STTOs) will have a governance role in the school.
- *Support Service Providers*—Support Service Providers will provide services to the school but will not have a governance role in the operations of the school.

LEAs will manage the entire process of recruiting, screening, evaluating, and selecting School Turnaround/Transformation Organization and Support Service Providers. LEAs must describe their process for Lead Partner Contracting in the LEA Application. LEAs must also provide their model Request for Proposal, including the proposed scope of work potential Lead Partners must address, and their model Memorandum of Understanding to be used in the contracting process. MDE has provided LEAs a model MOU that they can use in the LEA Application Toolkit. In addition, MDE has terms and conditions that LEAs are required to include within their request for proposals. During the grant review process, external reviewers will evaluate LEAs responses in these areas to determine whether LEAs have a rigorous review process. MDE has provided LEAs with tools for this job in the LEA Application Toolkit. MDE will also provide LEAs any technical assistance that they require for Lead Partner contracting.

If an LEA chooses to contract with a School Turnaround/Transformation Organization, MDE must approve the STTO *prior* to execution of an MOU between the LEA and the STTO. MDE will not approve an STTO until *after* the LEA has been granted an FY2013 School Improvement Grant award. In order to earn MDE

approval of an STTO, LEAs must submit documentation to MDE demonstrating the LEA used the rigorous, evidence-based screening process to select the STTO that the LEA proposed in its LEA Application. MDE has provided LEAs with tools for Lead Partner contracting in the LEA Applicant Toolkit, particularly the Lead Partner Guidance. MDE will also provide LEAs any technical assistance that they require for Lead Partner contracting.

### Requirement 3—Alignment of Resources

**Financial Resources:** The LEA Application requires the LEA to describe how non-SIG funds will support and align with the SIG proposal. LEAs must include information about the type of revenue as well as its amount. External reviewers will determine whether these sources of funds align with the SIG proposal.

**Human Resources:** In each school proposal, LEAs will describe how the district will bring additional human resources to bear on the improvement process through changes in staffing, staffing processes, or governance structures at the school- and district-level. An LEA may also choose to use Lead Partners to build capacity by contracting with them to provide professional development services or to “source” new staff. The external reviewers will evaluate the adequacy of an LEA’s human resources as part of their review of the LEA Plan Overview and each School Proposal.

### Requirement 4—Policy Modification to Support Implementation

To assist districts in completing a policy analysis, MDE has created a policy analysis form within the LEA Application. In this form, MDE has grouped by topic examples of common LEA policies likely to be affected by SIG. In completing the form, LEAs will analyze its policies in each policy topic area to determine whether it has policies that will prevent the full and effective implementation of chosen interventions. The LEA will then describe whether and how its policies create a barrier to reform. Then, the LEA will explain how the policy will need to be changed. Finally, the LEA will list a timeline for proposed policy changes to be adopted by the school board.

External reviewers will evaluate the quality of the completed policy analysis form as part of their review of the LEA Plan Overview. LEAs will be judged on how comprehensive and thorough their analysis appears as well as whether proposed changes will adequately remove barriers.

### Requirement 5—Sustainability

Although sustainability will ultimately be a function of an LEA’s implementation of its plan, MDE will assess the probability that an LEA will sustain the reforms after the funding period ends by the extent to which an LEA’s plan sets a foundation for making the reforms successful. LEA’s will respond to question about sustainability from both the LEA and school level. MDE believes this foundation is composed of an LEA’s plans for

- *Implementation*—Does the LEA’s application describe thoughtful, workable plans for implementation? Implementation plans are discussed in the “Implementation Milestones” section and the “Pre-Implementation Plan” sub-section in Part I—Introduction of each school proposal.
- *Human Capital Building*—Does the LEA’s application describe plans to develop in-house human capital

at the school-level over the funding period? Human capital building is detailed in the “Human Resource Systems” and “Support for Teaching and Learning” sections of Part III—Operation and Support Systems in each school proposal.

- *Community Engagement*—Does the LEA’s application reflect a plan for fostering community engagement and, as a consequence, support for the reform model at each school over the funding period? Community engagement plans are provided in the “Parent and Community Engagement” or the “Parent and Community Outreach” sections in Part III—Operation and Support Systems in each school proposal.

At the end of the School Proposal, LEAs will be asked to synthesize the information in each of these three pillars in a final question about sustainability. External reviewers will evaluate the quality of each of the three sections individually and then evaluate the likelihood that the LEA can sustain the school reforms through the LEA’s answer to the final sustainability question.

**B-1. ADDITIONAL EVALUATION CRITERIA: In addition to the evaluation criteria listed in Section B, the SEA must evaluate the following information in an LEA’s budget and application:**

(1) How will the SEA review an LEA’s proposed budget with respect to activities carried out during the pre-implementation period<sup>2</sup> to help an LEA prepare for full implementation in the following school year?

(2) How will the SEA evaluate the LEA’s proposed activities to be carried out during the pre-implementation period to determine whether they are allowable?

<sup>2</sup> “Pre-implementation” enables an LEA to prepare for full implementation of a school intervention model at the start of the 2014–2015 school year. For a full description of pre-implementation, please refer to section J of the SIG Guidance.

Requirement 1—Pre-implementation Budget

On the Year 1 school budget page, LEAs will have to delineate which expenditures are for the pre-implementation period. The pre-implementation period shall be defined as the period of time between the approval of the grant and related budgets and the date in which school begins in August of 2014. These pre-implementation budget items will be reviewed by the external reviewers as part of their evaluation of the budget. Pre-implementation expenditures must align with Section J of the U.S. Department of Education’s School Improvement Grant Guidance. The pre-implementation budget items will be reviewed by the external reviewers as part of their evaluation of the budget. Pre-implementation expenditures may be used for the following expenditures:

- **Family and Community Engagement:** Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.

- **Rigorous Review of External Providers:** Conduct the required rigorous review process to recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.
- **Staffing:** Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- **Instructional Programs:** Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- **Professional Development and Support:** Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school’s comprehensive instructional plan and the school’s intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school’s comprehensive instructional plan and the school’s intervention model; or train staff on the new evaluation system and locally adopted competencies.

Requirement 2—Allowable Proposed Activities

Just as the LEA Application requires LEAs to describe their implementation plans in each School Proposal, the LEA is asked to describe major pre-implementation tasks, persons responsible, how the LEA will judge when a task has been successfully completed (evaluation metric), and a timeline. External reviewers will judge pre-implementation plans based on the following criteria:

- whether the proposed activities are directly related to the full and effective implementation of the model selected for the school;
- whether the proposed activities will address the school’s needs as identified by the LEA;
- whether the activities will advance the overall goal of the SIG program of improving student academic achievement in persistently lowest-achieving schools;
- whether the costs are reasonable and necessary in accordance with general cost principles;
- whether the proposed use of SIG funds would supplement not supplant other existing expenditures.

**C. TIMELINE: An SEA must describe its process and timeline for approving LEA applications.**

**Application Process:** MDE will institute the following process for approving LEA applications:

- *Application Released*—MDE will release the final LEA application upon approval of the application by the U.S. Department of Education.
- *Informational Webinar for School Board Members* —MDE will host a webinar to inform school board members 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

- *Letters of Intent*—LEAs will submit letters of intent to apply for funds to MDE in order for MDE to recruit enough external parties to serve as application reviewers.
- *Needs Assessment*—Before submitting a proposal, LEAs must ensure that the required needs assessment has been conducted.
- *Application Review*—MDE will recruit qualified 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.

**Timeline:** MDE will adhere to the following timeline for approving LEA applications:

MONTH	ACTION
November 2013	<ul style="list-style-type: none"> <li>• SEA Application development</li> <li>• List of eligible priority schools disseminated</li> <li>• State application submitted to USDE</li> </ul>
January 2014	<ul style="list-style-type: none"> <li>• Orientation webinar for board members</li> <li>• Districts receive LEA application after USDE approval</li> <li>• LEA application and SIG requirements training for LEAs</li> <li>• LEA letters of intent submitted</li> </ul>
March 7, 2014	<ul style="list-style-type: none"> <li>• District applications submitted to MDE</li> </ul>
March 10-14, 2014	<ul style="list-style-type: none"> <li>• District applications reviewed</li> </ul>
May 2014	<ul style="list-style-type: none"> <li>• Grant awards recommended to SBE for approval</li> <li>• LEA grants awarded for a three year period (Funding for years 2 and 3 is contingent upon the LEAs meeting the requirements for annual renewal)</li> <li>• Pre-Implementation begins</li> </ul>
August 2014	<ul style="list-style-type: none"> <li>• LEAs begin Year 1 School Improvement Grant plan implementation</li> </ul>
August 2015	<ul style="list-style-type: none"> <li>• LEAs begin Year 2 School Improvement Grant plan implementation (contingent upon the LEAs meeting the requirements for annual renewal)</li> </ul>
August 2016	<ul style="list-style-type: none"> <li>• LEAs begin Year 3 School Improvement Grant plan implementation (contingent upon the LEAs meeting the requirements for annual renewal)</li> </ul>

**D. DESCRIPTIVE INFORMATION: An SEA must include the information set forth below.**

(1) Describe the SEA’s process for reviewing an LEA’s annual goals for student achievement for its Tier I and Tier II schools, or for its priority schools, as applicable, and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier I or Tier II schools, or one or more priority schools, in a LEA that is not meeting those goals and making progress on the leading indicators in section III of the final requirements.

(2) Describe the SEA’s process for reviewing the goals an LEA establishes for its Tier III schools (subject to approval by the SEA) and how the SEA will determine whether to renew an LEA’s School Improvement Grant with respect to one or more Tier III schools in the LEA that are not meeting those goals. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

(3) Describe how the SEA will monitor each LEA that receives a School Improvement Grant to ensure that it is implementing a school intervention model fully and effectively in the Tier I and Tier II schools, or the priority schools, as applicable, the LEA is approved to serve.

(4) Describe how the SEA will prioritize School Improvement Grants to LEAs if the SEA does not have sufficient school improvement funds to serve all eligible schools for which each LEA applies.

(5) Describe the criteria, if any, which the SEA intends to use to prioritize among Tier III schools. If an SEA is requesting the priority schools list waiver, it need not provide this information, as it will have no Tier III schools.

(6) If the SEA intends to take over any Tier I or Tier II schools, or any priority schools, as applicable, identify those schools and indicate the school intervention model the SEA will implement in each school.

(7) If the SEA intends to provide services directly to any schools in the absence of a takeover, identify those schools and, for Tier I or Tier II schools, or for priority schools, as applicable, indicate the school intervention model the SEA will implement in each school and provide evidence of the LEA’s approval to have the SEA provide the services directly.

<sup>3</sup> If, at the time an SEA submits its application, it has not yet determined whether it will provide services directly to any schools in the absence of a takeover, it may omit this information from its application. However, if the SEA later decides that it will provide such services, it must amend its application to provide the required information.

#### Requirement 1—Evaluation of Student Achievement Goals

**DEFINING METRICS:** Each LEA will be responsible for completing a Performance Framework which will include both leading and achievement indicators. These are

#### **Leading Indicators**

- Number of minutes within the school year and school day;
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- Dropout rate;
- Student attendance rate;

- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment courses;
- Discipline incidents;
- Truants;
- Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
- Teacher attendance rate.

**Achievement Indicators**

- School improvement status and AMO targets met and missed;
- 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 score on State assessments in reading/language arts and mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup;
- Percentage of limited English proficient students who attain English language proficiency;
- Graduation rate; and
- College enrollment.

**SETTING TARGETS:** In the Performance Framework tool in the LEA Application Toolkit, an LEA will propose annual performance targets for leading and achievement/lagging indicators at each applicable school. Prior to final approval of a grant award, MDE will review the LEA’s proposed targets to ensure that they are ambitious yet attainable and that they will help each school meet applicable Federal and State expectations. Once both parties agree to the performance targets, they will become part of the School Improvement Grant Memorandum of Understanding executed between MDE and the LEA before funds are disbursed.

**EVALUATING PROGRESS FOR RENEWAL:** MDE will make grant renewal decisions for each school based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement/lagging indicators:

- *Leading Indicators*—A school must meet 5 of 9 leading indicators goals.
- *Achievement/Lagging Indicators*—The school must also meet a minimum of 50% of applicable achievement/lagging indicators.

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

Requirement 2—Tier III, Evaluation of Student Achievement Goals

**Not applicable**—Since Mississippi is using its priority schools list, it will not identify and serve Tier III schools.

Requirement 3—SEA Monitoring

**TACTIC 1—REPORTING:** MDE will monitor LEA progress in meeting leading and achievement indicators

through an electronic platform in which district report baseline data, goals, and actual performance measures.

- **MS-SOARS**—MDE will use the **Mississippi SOARS (Mississippi Schools Obtaining Academic Results for Success)** “Mississippi’s version of Indistar”, a web-based system that allows schools and districts to organize their school improvement efforts by meeting indicators of effective practice through a continuous cycle of assessment, planning, implementation, and progress tracking where focus is clear, responsibilities assigned, and efforts synchronized. The federal turnaround principles and corresponding Mississippi indicators for implementation are pre-loaded into the Mississippi SOARS platform. In addition, the implementation indicators are aligned with research-based strategies.
- **MSIS**—MDE will verify values reported for leading and achievement indicators in MS-SOARS to the data reported through the Mississippi Student Information System to verify the accuracy of the data reported.

**TACTIC 2—SITE VISITS:** MDE will conduct annual evaluative site visits to each LEA and school that receives a School Improvement Grant. The site visit protocol aligns with the requirements of the school proposal; this process has been used in the last several years of SIG and is highly beneficial to both the MDE and the schools. Additionally, technical assistance visits will occur throughout the year to ensure that the LEA and school are on track to meet annual targets.

**TACTIC 3—TECHNICAL ASSISTANCE:** MDE will provide ongoing technical assistance to all SIG schools through the Office of School Recovery. For more information about MDE’s plans for technical assistance, please see Section F: SEA Reservation.

#### Requirement 4—Prioritization

MDE will prioritize grants to schools that pass the application review process using the following criteria:

- Priority 1a—Schools designated as “F” under the state accountability system in LEAs designated as “F” under the state accountability system
- Priority 1b— Schools designated as “F” under the state accountability system *not* in LEAs designated as “F” under the state accountability system
- Priority 1c— All remaining Priority schools, ranked by Mississippi’s accountability model

#### Requirement 5—Tier III Prioritization

**Not applicable**—Since Mississippi is using its priority schools list, it will not identify and serve Tier III schools.

#### Requirement 6—State Takeover of Schools

Below, please find a list of FY13 Priority schools in LEAs currently under state conservatorship. Two of these

schools are currently being served. Nine schools in LEAs under state conservatorship are eligible to be served with FY13 funds. The LEAs of these nine schools must apply through the competitive process.

LEA	School	Status	Eligible to apply for FY 13 funds
Hazlehurst	Hazlehurst Middle School	Cohort I	Yes
Hazlehurst	Hazlehurst High School	Cohort I	Yes
Indianola	Gentry High School	Cohort I	Yes
Indianola	Carver Elementary School	Cohort II	No - Currently receiving funds
Leflore County	Leflore County High School	Cohort I	Yes
Leflore County	Leflore County Elementary School	Non-SIG priority school	Yes
North Panola	North Panola High School	Cohort I	Yes
Oktibbeha County	West Oktibbeha County High School	Non-SIG priority school	Yes
Sunflower County	Ruleville Middle School	Cohort II	No - Currently receiving SIG funds
Sunflower County	A W James Elementary School	Non-SIG priority school	Yes
Tate County	Coldwater Attendance Center	Cohort II - Grant Terminated	Yes

**MDE may takeover additional schools, if necessary; however additional schools for state takeover have not been determined at this time.**

Requirement 7—SEA Direct Service Provision

MDE will provide technical assistance to all Non-SIG priority schools as described in the ESEA flexibility waiver with allowable 1003(a) federal funds.

**E. ASSURANCES: The SEA must provide the assurances set forth below.**

By submitting this application, the SEA assures that it will do the following (check each box):

- Comply with the final requirements and ensure that each LEA carries out its responsibilities outlined in the final requirements.
- Award each approved LEA a School Improvement Grant in an amount that is of sufficient size and scope to implement the selected intervention in each Tier I and Tier II school, or each priority school, as applicable, that the SEA approves the LEA to serve.
- Monitor and evaluate the actions an LEA has taken, as outlined in its approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
- Monitor and evaluate the actions the LEA has taken, as outlined in its approved SIG application, to sustain the reforms after the funding period ends and provide technical assistance to LEAs on how they can sustain progress in the absence of SIG funding.
- If a Tier I or Tier II school, or priority school, as applicable, implementing the restart model becomes a

charter school LEA, hold the charter school operator or charter management organization accountable, or ensure that the charter school authorizer holds the respective entity accountable, for meeting the final requirements.

Post on its Web site, within 30 days of awarding School Improvement Grants, all final LEA applications and a summary of the grants that includes the following information: name and NCES identification number of each LEA awarded a grant; total amount of the three year grant listed by each year of implementation; name and NCES identification number of each school to be served; and type of intervention to be implemented in each Tier I and Tier II school or priority school, as applicable.

Report the specific school-level data required in section III of the final SIG requirements.

**F. SEA RESERVATION: The SEA may reserve an amount not to exceed five percent of its School Improvement Grant for administration, evaluation, and technical assistance expenses.**

The SEA must briefly describe the activities related to administration, evaluation, and technical assistance that the SEA plans to conduct with any State-level funds it chooses to reserve from its School Improvement Grant allocation.

**TOTAL SEA RESERVATION:** \$281,648.25 (5%)

**ADMINISTRATION:** MDE will spend \$160,000.00 of its reservation over three years to fund one position to administer the grant, monitor the compliance with grant requirements, approve budget revisions; one administrative assistant position; and to fund office overhead, such as supplies and materials.

**EVALUATION:** MDE will spend \$25,000.00 of its reservation to fund an external evaluation and MDE liaisons to serve an estimated 8 schools to ensure that interventions are implemented with fidelity at the LEA level and to evaluate the systems of support available to LEAs from the SEA. Funds will also be used to conduct the grant application and review process.

**TECHNICAL ASSISTANCE:** MDE will spend \$96,648.25 to fund one position to handle the EDEN reporting requirements, oversee the MS-SOARS electronic platform and provide technical assistance to school districts will spend the remaining funds to provide technical assistance to LEAs. Services will include on-site monitoring visits; professional development to support school improvement, teacher quality, administrator quality, data analysis, and turnaround practices; contractual services with external providers to provide direct assistance to schools that are identified for specific technical assistance needs during monitoring visits; and travel and supplies related to providing technical assistance.

**G. CONSULTATION WITH STAKEHOLDERS**

By checking this box, the SEA assures that it has consulted with its Committee of Practitioners regarding the information set forth in its application.

**H. WAIVERS: SEAs are invited to request waivers of the requirements set forth below. An SEA must check the corresponding box(es) to indicate which waiver(s) it is requesting.**

Mississippi requests a waiver of the State-level requirements it has indicated below. The State believes that the

requested waiver(s) will increase its ability to implement the SIG program effectively in eligible schools in the State in order to improve the quality of instruction and raise the academic achievement of students in Tier I, Tier II, and Tier III schools or in its priority schools, as applicable.

**Waiver 1: Tier II waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive paragraph (a)(2) of the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and incorporation of that definition in identifying Tier II schools under Section I.A.1(b) of those requirements to permit the State to include, in the pool of secondary schools from which it determines those that are the persistently lowest-achieving schools in the State, secondary schools participating under Title I, Part A of the ESEA that have not made adequate yearly progress (AYP) for at least two consecutive years or are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined.

Assurance

The State assures that it will include in the pool of schools from which it identifies its Tier II schools all Title I secondary schools not identified in Tier I that either (1) have not made AYP for at least two consecutive years; or (2) are in the State’s lowest quintile of performance based on proficiency rates on the State’s assessments in reading/language arts and mathematics combined. Within that pool, the State assures that it will identify as Tier II schools the persistently lowest-achieving schools in accordance with its approved definition. The State is attaching the list of schools and their level of achievement (as determined under paragraph (b) of the definition of “persistently lowest-achieving schools”) that would be identified as Tier II schools without the waiver and those that would be identified with the waiver. The State assures that it will ensure that any LEA that chooses to use SIG funds in a Title I secondary school that becomes an eligible Tier II school based on this waiver will comply with the SIG final requirements for serving that school.

**Waiver 2: n-size waiver**

In order to enable the State to generate new lists of Tier I, Tier II, and Tier III schools for its FY 2013 competition, waive the definition of “persistently lowest-achieving schools” in Section I.A.3 of the SIG final requirements and the use of that definition in Section I.A.1(a) and (b) of those requirements to permit the State to exclude, from the pool of schools from which it identifies the persistently lowest-achieving schools for Tier I and Tier II, any school in which the total number of students in the “all students” group in the grades assessed is less than [Please indicate number].

Assurance

The State assures that it determined whether it needs to identify five percent of schools or five schools in each tier prior to excluding small schools below its “minimum n.” The State is attaching, and will post on its Web site, a list of the schools in each tier that it will exclude under this waiver and the number of students in each school on which that determination is based. The State will include its “minimum n” in its definition of “persistently lowest-achieving schools.” In addition, the State will include in its list of Tier III schools any schools excluded from the pool of schools from which it identified the persistently lowest-achieving schools in accordance with this waiver.

**Waiver 3: Priority schools list waiver**

In order to enable the State to replace its lists of Tier I, Tier II, and Tier III schools with its list of priority schools that meet the definition of “priority schools” in the document titled *ESEA Flexibility* and that were identified in accordance with its approved request for ESEA flexibility, waive the school eligibility requirements in Section I.A.1 of the SIG final requirements.

Assurance

The State assures that its methodology for identifying priority schools, approved through its ESEA flexibility request, provides an acceptable alternative methodology for identifying the State’s lowest-performing schools and thus is an appropriate replacement for the eligibility requirements and definition of persistently lowest-achieving schools in the SIG final requirements.

**Waiver 4: Period of availability of FY 2013 funds waiver**

**Note: This waiver only applies to FY 2013 funds for the purpose of making three-year awards to eligible LEAs.**

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.

**WAIVERS OF LEA REQUIREMENTS**

Mississippi requests a waiver of the requirements it has indicated below. These waivers would allow any local educational agency (LEA) in the State that receives a School Improvement Grant to use those funds in accordance with the final requirements for School Improvement Grants and the LEA’s application for a grant. The State believes that the requested waiver(s) will increase the quality of instruction for students and improve the academic achievement of students in Tier I, Tier II, or Tier III schools by enabling an LEA to use more effectively the school improvement funds to implement one of the four school intervention models in its Tier I, Tier II, or Tier III schools. The four school intervention models are specifically designed to raise substantially the achievement of students in the State’s Tier I, Tier II, and Tier III schools.

**Waiver 5: School improvement timeline waiver**

**Note: An SEA that requested and received the school improvement timeline waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the requirement in section 1116(b) of the ESEA to identify schools for improvement through its approved ESEA flexibility request.**

**Schools that started implementation of a turnaround or restart model in the 2011-2012, 2012-2013, 2013-2014 school years cannot request this waiver to “start over” their school improvement timeline again.**

Waive section 1116(b)(12) of the ESEA to permit LEAs to allow their Tier I, Tier II, and Tier III Title I participating schools that will fully implement a turnaround or restart model beginning in the 2014–2015 school year to “start over” in the school improvement timeline.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests the waiver in its application as part of a plan to implement the turnaround or restart model beginning in the 2014–2015 school year in a school that the SEA has approved it to serve. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**Waiver 6: Schoolwide program waiver**

**Note: An SEA that requested and received the schoolwide program waiver for the FY 2012 competition and wishes to also receive the waiver for the FY 2013 competition must request the waiver again in this application.**

**An SEA that has been approved for ESEA flexibility need not request this waiver as it has already received a waiver of the schoolwide poverty threshold through its approved ESEA flexibility request.**

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit LEAs to implement a schoolwide program in a Tier I, Tier II, or Tier III participating school that does not meet the poverty threshold and is fully implementing one of the four school intervention models.

Assurances

The State assures that it will permit an LEA to implement this waiver only if the LEA receives a School Improvement Grant and requests to implement the waiver in its application. As such, the LEA may only implement the waiver in Tier I, Tier II, and Tier III schools, as applicable, included in its application.

The State assures that, if it is granted this waiver, it will submit to the U.S. Department of Education a report that sets forth the name and NCES District Identification Number for each LEA implementing a waiver.

**I. ASSURANCE OF NOTICE AND COMMENT PERIOD – APPLIES TO ALL WAIVER REQUESTS**

The State assures that, prior to submitting its School Improvement Grant application, the State provided all LEAs in the State that are eligible to receive a School Improvement Grant with notice and a reasonable opportunity to comment on its waiver request(s) and has attached a copy of that notice as well as copies of any comments it received from LEAs. The State also assures that it provided notice and information regarding the above waiver request(s) to the public in the manner in which the State customarily provides such notice and information to the public (e.g., by publishing a notice in the newspaper; by posting information on its Web site) and has attached a copy of, or link to, that notice.

## PART II: LEA APPLICATION

An SEA must develop an LEA application form that it will use to make subgrants of school improvement funds to eligible LEAs.

### LEA APPLICATION REQUIREMENTS

The LEA application form that the SEA uses must contain, at a minimum, the information set forth below. An SEA may include other information that it deems necessary in order to award school improvement funds to its LEAs.

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

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

SCHOOL NAME	NCES ID #	PRIORITY (if applicable)	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II/PRIORITY ONLY)			
						turnaround	restart	closure	transformation

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

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

- (1) For each Tier I and Tier II school, or each priority school, that the LEA commits to serve, the LEA must demonstrate that the LEA has analyzed the needs of each school, such as instructional programs, school leadership and school infrastructure, and selected interventions for each school aligned to the needs each school has identified
- (2) The LEA must ensure that each Tier I and Tier II school, or each priority 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.
- (3) The LEA must describe actions it has taken, or will take, to—
  - Determine its capacity to provide adequate resources and related support to each Tier I and Tier II school, or each priority school, identified in the LEA’s application in order to implement, fully and effectively, the required activities of the school intervention model it has selected;
  - Design and implement interventions consistent with the final requirements of the turnaround model, restart model, school closure, or transformation model;

- Recruit, screen, and select external providers, if applicable, to ensure their quality;
  - Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively; and,
  - Sustain the reforms after the funding period ends.
- (4) The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I and Tier II school, or each priority school, identified in the LEA’s application.
- (5) The LEA must describe how it will monitor each Tier I and Tier II school, or each priority school, that receives school improvement funds including by-
- Establishing annual goals for student achievement on the State’s assessments in both reading/language arts and mathematics; and,
  - Measuring progress on the leading indicators as defined in the final requirements.
- (6) For each Tier III school the LEA commits to serve, the LEA must identify the services the school will receive or the activities the school will implement.  
**Not applicable**—Since Mississippi will use its priority schools list, it will not identify Tier III schools for LEAs to serve.
- (7) The LEA must describe the goals it has established (subject to approval by the SEA) in order to hold accountable its Tier III schools that receive school improvement funds.  
**Not applicable**—Since Mississippi will use its priority schools list, it will not identify Tier III schools for LEAs to serve.
- (8) As appropriate, the LEA must consult with relevant stakeholders regarding the LEA’s application and implementation of school improvement models in its Tier I and Tier II schools or in its priority schools, as applicable.

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

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

- Implement the selected model in each Tier I and Tier II school, or priority school, it commits to serve;
- Conduct LEA-level activities designed to support implementation of the selected school intervention models in the LEA’s Tier I and Tier II schools or priority schools; and
- Support school improvement activities, at the school or LEA level, for each Tier III school identified in the LEA’s application.

Note: An LEA’s budget should cover three years of full implementation and be of sufficient size and scope to implement the selected school intervention model in each Tier I and Tier II school the LEA commits to serve. Any funding for activities during the pre-implementation period must be included in the first year of the LEA’s three-year budget plan.

An LEA’s budget for each year may not exceed the number of Tier I, Tier II, and Tier III schools, or the number of priority schools, it commits to serve multiplied by \$2,000,000 (not to exceed \$6,000,000 per school over three years).

**Example:**

<b>LEA XX BUDGET</b>					
	<b>Year 1 Budget</b>		<b>Year 2 Budget</b>	<b>Year 3 Budget</b>	<b>Three-Year Total</b>
	<b>Pre-implementation</b>	<b>Year 1 - Full Implementation</b>			
<b>Tier I ES #1</b>	\$257,000	\$1,156,000	\$1,325,000	\$1,200,000	\$3,938,000
<b>Tier I ES #2</b>	\$125,500	\$890,500	\$846,500	\$795,000	\$2,657,500
<b>Tier I MS #1</b>	\$304,250	\$1,295,750	\$1,600,000	\$1,600,000	\$4,800,000
<b>Tier II HS #1</b>	\$530,000	\$1,470,000	\$1,960,000	\$1,775,000	\$5,735,000
<b>LEA-level Activities</b>	\$250,000		\$250,000	\$250,000	\$750,000
<b>Total Budget</b>	<b>\$6,279,000</b>		<b>\$5,981,500</b>	<b>\$5,620,000</b>	<b>\$17,880,500</b>

**D. ASSURANCES:** An LEA must include the following assurances in its application for a School Improvement Grant.

The LEA must assure that it will—

- (1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school, or each priority school, that the LEA commits to serve consistent with the final requirements;
- (2) 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 Tier I and Tier II school, or priority school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- (3) If it implements a restart model in a Tier I or Tier II school, or priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;
- (4) Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and,
- (5) Report to the SEA the school-level data required under section III of the final requirements.

**E. WAIVERS:** If the SEA has requested any waivers of requirements applicable to the LEA’s School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- “Starting over” in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.
- Implementing a school-wide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

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



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

**Contact: Dr. Laura B. Jones  
Phone: 601-359-1003  
Fax: 601-576-3515**

**Application Due: March 7, 2014**

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# INSTRUCTIONS

## **Overview of the School Improvement Grant Application**

The Federal FY2013 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 official MDE checklist, a signed copy of the LEA Assurances, and a completed LEA waiver request form. 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
- ✓ Memorandum of Understanding
- ✓ Selecting an Intervention Model
- ✓ Performance Framework – Printed from MS-SOARS
- ✓ Current “Priority Only” Transformation/Turnaround Plan - Printed from MS-SOARS

# APPLICATION PROCESS AND TIMELINE

The School Improvement Grant application process is as follows:

- *Letters of Intent*—LEAs will submit letters of intent to apply for funds to MDE in order for MDE to recruit enough external parties to serve as application reviewers.
- *Application Released*—MDE will release the final LEA application upon approval by the U.S. Department of Education.
- *Needs Assessment*—Before submitting a proposal, LEAs must ensure that the required needs assessment has been conducted.
- *Application Submission*—The LEA must submit one (1) original of the written application and an electronic copy saved to a CD in “read only” PDF format. The CD must be clearly labeled to indicate the district name, application name, and the due date of the application. By submitting the CD, the district is assuring that the information contained in the original copy 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., **March 7, 2014**, to the following address:

Hand Deliver Proposals to:

Lorraine Wince  
Office of Procurement  
Mississippi Department of Education  
Central High School Building  
359 North West Street—Suite 307  
Jackson, MS

Mail Proposals to:

Lorraine Wince  
Office of Procurement  
Mississippi Department of Education  
Post Office Box 771  
Jackson, MS 39201-0771

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

Lorraine Wince  
Office of Procurement  
Mississippi Department of Education  
359 North West Street  
Jackson, MS 39201

The LEA is responsible for ensuring that the proposal is delivered by the deadline and assumes all risks of delivery. 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. At the time of receipt of the proposal, the proposals will be dated, stamped, and recorded in

Suite 307 of Central High School Building. Incomplete proposals will not be evaluated and will not be returned for revisions.

- *Application Review*—MDE will recruit qualified 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 proposals qualifying 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 State Board of Education.

This grant process will align with the following timeline:

MONTH	ACTION
November 2013	<ul style="list-style-type: none"> <li>• SEA Application development</li> <li>• List of eligible priority schools disseminated</li> <li>• State application submitted to USDE</li> </ul>
January 2014	<ul style="list-style-type: none"> <li>• Orientation webinar for board members</li> <li>• Districts receive LEA application after USDE approval</li> <li>• LEA application and SIG requirements training for LEAs</li> <li>• LEA letters of intent submitted</li> </ul>
February 2014	<ul style="list-style-type: none"> <li>• Orientation webinar for board members</li> </ul>
March 7, 2014	<ul style="list-style-type: none"> <li>• District applications submitted to MDE</li> </ul>
March 10-14, 2014	<ul style="list-style-type: none"> <li>• District applications reviewed</li> </ul>
May 2014	<ul style="list-style-type: none"> <li>• Grant awards recommended to SBE for approval</li> <li>• LEA grants awarded</li> <li>• Implementation begins</li> </ul>
May 2014	<ul style="list-style-type: none"> <li>• Grant awards recommended to SBE for approval</li> <li>• LEA grants awarded for a three year period (Funding for years 2 and 3 is contingent upon the LEAs meeting the requirements for annual renewal)</li> <li>• Pre-Implementation begins</li> </ul>
August 2014	<ul style="list-style-type: none"> <li>• LEAs begin Year 1 School Improvement Grant plan implementation</li> </ul>
August 2015	<ul style="list-style-type: none"> <li>• LEAs begin Year 2 School Improvement Grant plan implementation (contingent upon the LEAs meeting the requirements for annual renewal)</li> </ul>
August 2016	<ul style="list-style-type: none"> <li>• LEAs begin Year 3 School Improvement Grant plan implementation (contingent upon the LEAs meeting the requirements for annual renewal)</li> </ul>

# COVER PAGE

**District Name:**

**District State Code:**

**District NCES Identification Code:**

**Address:**

<b>District Contact:</b>	<b>Phone:</b>
--------------------------	---------------

<b>Email:</b>	<b>Fax:</b>
---------------	-------------

<i>School(s) Served— Official School Name and School Code:</i>	<i>NCES Identification Code:</i>	<i>Intervention Model:</i>	<i>Allocation Request:</i>
		<i>Select one...</i>	

<b>LEA-Level Allocation Request</b>	
<b>TOTAL LEA REQUEST</b>	

<b>For MDE use only</b>	<b>Date Received:</b> _____
-------------------------	-----------------------------

Mississippi Department of Education Approval	
_____ Bureau Manager, OSR	_____ Bureau Director, OSR

# FY2013 1003(g) CHECKLIST

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

District: \_\_\_\_\_ School: \_\_\_\_\_ Intervention Model: Select one...

Item	For LEA use	For MDE use
Cover Page*	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> CD of proposal included.	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> Not completed or not attached.
LEA Assurances*	<input type="checkbox"/> Signed copy attached.	<input type="checkbox"/> Signed copy attached. <input type="checkbox"/> Copy not signed or not attached.
Waiver Request Form*	<input type="checkbox"/> Waiver form attached.	<input type="checkbox"/> Waiver form attached. <input type="checkbox"/> Waiver form not attached.
LEA Plan Overview* <i>Complete and attach a copy of the LEA Plan Overview for each applicant school.</i>	<input type="checkbox"/> Copy attached.	<input type="checkbox"/> Copy attached. <input type="checkbox"/> Copy not attached.
School Proposal* <i>Complete and attach a unique School Proposal for each applicant school.</i>	<input type="checkbox"/> Unique proposal attached.	<input type="checkbox"/> Unique proposal attached. <input type="checkbox"/> Attached proposal is not unique (for a different school). <input type="checkbox"/> Proposal not attached.
Appendices† <i>Complete and attach the checklist of appendices within the LEA Application. Also, attach all relevant appendices in the order appearing on the checklist.</i>	<input type="checkbox"/> Checklist completed and attached. <input type="checkbox"/> All relevant appendices attached.	<input type="checkbox"/> Checklist completed and attached. <input type="checkbox"/> All relevant appendices attached. <input type="checkbox"/> Some or all appendices are missing.
SIG Budgets* <i>Complete and attach the SIG Budget pages for each applicant school.</i>	<input type="checkbox"/> Completed and attached.	<input type="checkbox"/> All budget pages completed and attached and relevant. <input type="checkbox"/> Missing one or more budget years. <input type="checkbox"/> Budget pages attached do not correspond to school proposal.

<p><b>FOR MDE USE ONLY</b></p> <p>Notes: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
---

# 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 one of the following interventions in each priority 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 (<http://www2.ed.gov/programs/sif/2010-27313.pdf>).
2. The LEA will establish annual goals approved by the SEA 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 and hold accountable each Priority school that it serves with school improvement funds.
3. The LEA will include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements for the School Improvement Grant, if the LEA implements a restart model in a Tier I or Tier II school or priority school.
4. The LEA will monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
5. The LEA will monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.
6. The LEA will report to the SEA on or before the dates established by the SEA school-level data that is required under Section III of the final requirements.

- 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;
- Truants;
- 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 the following requirements in regards to its annual performance targets for leading and achievement /lagging indicators:

- *Leading Indicators*—A school must meet 5 of 9 leading indicator goals.

- *Achievement/Lagging indicators*—The school must also meet a minimum of 50% of applicable achievement/lagging indicators.

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

### **State Assurances and other Federal assurances:**

LEAs will establish an LEA-based School Recovery 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.

LEAs that commit to serve one or more priority schools that do not receive Title I, Part A funds are to ensure that each of those schools receive all of the State and local funds it would have received in the absence of the School Improvement Grant funds. Further, LEAs cannot use School Improvement Grant (SIG) funds to support district-level activities for schools that are not receiving SIG funds.

Awarded programs understand future funding opportunities may be hindered if this or any grant opportunity/contract with MDE have not been met and/or reports are not submitted in a timely fashion.

### **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.

**Other Assurances**

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

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

The grantee adheres to 2 CFR part 225, Office of Management and Budget (Cost Principles for State, Local, and Indian Tribal Governments).

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

---

Superintendent (Typed Name, and Signature) Date

---

LEA Board President (Typed Name, and Signature) Date

---

Federal Programs Coordinator (Typed Name, and Signature) Date

---

Business Manager (Typed Name, and Signature) Date

# LEA WAIVER

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of FY 2013 school improvement funds for the SEA and all of its LEAs to September 30, 2017.
  
- A waiver is not requested.

*Required Signatures:*

---

Superintendent (Typed Name, and Signature) Date

---

LEA Board President (Typed Name, and Signature) Date

---

Federal Programs Coordinator (Typed Name, and Signature) Date

---

Business Manager (Typed Name, and Signature) Date

## 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	2012-13 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>
			<i>Priority</i>	Select one...	Select one...
			<i>Priority</i>	Select one...	Select one...
			<i>Priority</i>	Select one...	Select one...
			<i>Priority</i>	Select one...	Select one...
			<i>Priority</i>	Select one...	Select one...
			<i>Priority</i>	Select one...	Select one...
			<i>Priority</i>	Select one...	Select one...

#### B. Consultation with Stakeholders

<p>Describe <u>the process by which the LEA consulted with relevant stakeholders</u> regarding the LEA’s application and the LEA’s proposed implementation of school improvement models in its priority school(s).</p>
--

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 FY2013 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. Even if the external party was not paid for the collaboration, the relationship must still be disclosed.

1. 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.

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

YES

NO

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

External Party	Role in Application Development

**PART II: DISTRICT LEADERSHIP**

**A. District Governance**

1. Policy Analysis and Timeline

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

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>School Zones:</u> ✓ Student assignment ✓ Student attendance areas/ school boundaries			
<u>Time:</u> ✓ School year ✓ School calendar ✓ Extended school year/ summer school ✓ School day ✓ Student arrival and departure time			

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> <li>✓ Administrative personnel time schedules</li> <li>✓ Instructional personnel time schedules</li> </ul>			
<u>Curriculum:</u> <ul style="list-style-type: none"> <li>✓ Curriculum development</li> <li>✓ Summer school programs</li> </ul>			
<u>Instruction:</u> <ul style="list-style-type: none"> <li>✓ Instructional programs</li> <li>✓ 3-tier instruction</li> <li>✓ Class size</li> <li>✓ Grading</li> <li>✓ Assessment</li> <li>✓ Use of test results</li> <li>✓ Lesson plans</li> </ul>			
<u>Employment (Hiring):</u> <ul style="list-style-type: none"> <li>✓ Administrative personnel hiring</li> <li>✓ Teacher/other staff hiring</li> </ul>			

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>Employment (Compensation):</u> <ul style="list-style-type: none"> <li>✓ Administrative and teacher compensation guides</li> <li>✓ Compensation for advanced degrees</li> <li>✓ Compensation guides/ salary schedules</li> </ul>			
<u>Employment (Placement):</u> <ul style="list-style-type: none"> <li>✓ Administrative personnel assignment/ re-assignment</li> <li>✓ Teacher/other staff assignment</li> </ul>			
<u>Employment (Career Ladder):</u> <ul style="list-style-type: none"> <li>✓ Administrative/ supervisory personnel</li> <li>✓ Organization charts</li> </ul>			

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> <li>✓ Instructional personnel—others</li> </ul>			
<u>Employment (Evaluation):</u> <ul style="list-style-type: none"> <li>✓ Administrative personnel evaluation</li> <li>✓ Teacher/staff evaluation</li> </ul>			
<u>Employment (Termination):</u> <ul style="list-style-type: none"> <li>✓ Personnel—suspension</li> <li>✓ Administrative personnel separation and dismissal</li> <li>✓ Teacher/ staff separation and dismissal</li> </ul>			
<u>Professional Development:</u> <ul style="list-style-type: none"> <li>✓ Opportunities— all employees</li> <li>✓ Administrative personnel</li> </ul>			

<b>Policy</b>	<b>Analysis</b>	<b>Proposed Changes</b>	<b>Completion Date</b>
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
professional development			
<u>Student Climate:</u> ✓ Attendance ✓ Truancy ✓ Student involvement in decision-making ✓ Student conduct			
<u>Family and Community Engagement:</u> ✓ School-community relations ✓ Parent involvement ✓ Community involvement in decision-making ✓ Federal programs procedure with complaint resolution ✓ Visitors to schools			

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

## 2. School Board Approval

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

## 3. Lead Partner Contracting Process

***LEAs are not required to contract with Lead Partners as part of the SIG process.*** If the LEA plans to contract with Lead Partners as part of any of its school proposal(s), please answer the following questions to demonstrate a rigorous, evidence-based screening process for Lead Partner Contracting. ***Before completing this section, please see the "Lead Partner Guidance" in the LEA Application Toolkit for important information.***

a) How will the LEA recruit Lead Partners (School Turnaround/Transformation Organizations or Support Service Providers)?

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

YES

NO

If not, attach the LEA's model RFP in Appendix C. The RFP must include the proposed scope of work potential Lead Partners must address.

c) Describe in detail the LEA's process for screening, evaluating, and selecting Lead Partner applicants, beginning with the process for developing and releasing the Request for Proposal to finalizing contracts. Include responsible parties and a timeline.

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

d) Will the LEA use MDE's model Memorandum of Understanding (MOU) for Lead Partners (see LEA Application Toolkit)?

YES

NO

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

- details of how the LEA will evaluate the services provided by Lead Partners, and
- the criteria which the LEA will use in determining whether to re-hire the Lead Partner 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.

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

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

c) What policies and procedures will be instituted to enable the LEA to internally monitor implementation, specifically the school's progress in meeting the leading indicators?

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

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

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

d) 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. 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.

e) 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 2013-2014 accountability label and each applicant school that has been rated as “F” for two consecutive years.

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

g) If your school is currently being served as a “Priority School,” attach a copy of your Transformation/Turnaround plan from MS-SOARS as part of Appendix D.

h) Has the school previously received a School Improvement Grant?

YES

NO

### C. Sustainability

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

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

## SCHOOL PROPOSAL

INSTRUCTIONS: Complete a *unique* school proposal for each priority applicant school. Information required by every intervention model is highlighted in green. Information required by two or three intervention models is highlighted in yellow, and information only required by one intervention model is highlighted in red.

### **PART I: INTRODUCTION**

#### **A. Descriptive Information about the Eligible School (ALL)**

Complete the chart below.

NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2012-13 State Accountability Label	Selected Intervention
<i>Example School</i>	1234-1234567	1234567-12345	<i>Priority</i>	<i>A-F</i>	<i>Turnaround</i>
			Select one...	Select one...	Select one...

#### 1. Newly Consolidated School Information (CLOSURE ONLY)

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

NAME	MSIS School Code (LEA, School)	NCES Code (LEA, School)	2012-13 State Accountability Label	Grades Served	Enrollment
			Select one...	Before:	Before:
				During:	During:
				After:	After:

#### **B. Alignment with the Needs Assessment (ALL)**

##### 1. Comprehensive Needs Assessment

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

Schools are encouraged to complete the “Comprehensive Needs Assessment Tool” located in the LEA Application Toolkit. After completing the comprehensive needs assessment, summarize the results in the following chart

Dimension	Areas of Improvement /Priority Needs	Data/Evidence to Support Identification of Priority Needs
Student Achievement		
Curriculum and Instruction		
School Context and Organization		
Professional Development		
Family and Community Involvement		

2. Intervention Model Selection

Complete the tool entitled “Selecting an Intervention Model” provided in the LEA Application Toolkit; attach this tool as part of Appendix E.

a) Based on the information from the “Selecting an Intervention Model” tool, describe how the Select one... model best meets the school’s needs as defined by the comprehensive needs assessment.

- 3. Attach the school’s baseline data. The districts should print a copy of their performance framework from MS-SOARS and attach as Appendix E.
- 4. Attach a copy of the school’s SIG performance goals established for your priority school as Appendix E.

**C. Alignment with Intervention Requirements (TURNAROUND/TRANSFORMATION ONLY)**

***All funded proposals must address every intervention requirement for the selected model.***  
 Complete the chart below to demonstrate that the school proposal has adequately addressed each requirement. Since the Closure model does not have specific program requirements, this chart is only for Turnaround and Transformation schools.

<b>Intervention Requirement</b>	<b>Brief Description of How Proposal Addresses the Requirement</b>	<b>Proposal Page Number</b>
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
<b>TURNAROUND AND TRANSFORMATION</b>		
1. Replacement of the Principal		
2. Recruitment, Placement, and Retention Strategies		
3. Job-embedded Professional Development		
4. Research-based, Vertically Aligned Curriculum		
5. Data-Driven Decision-Making		
a. Availability of student data		
6. Increased Learning Time		
7. School Autonomy		
<b>TURNAROUND ONLY</b>		
8. Locally Adopted Competencies to Screen all Existing Staff and Rehire No more than 50% and to Select New Staff		
9. Adopt a New Governance Structure for the School		
10. Social-emotional and Community-oriented Services and Supports		
<b>TRANSFORMATION ONLY</b>		
8. Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals		
a. Use of student growth as a significant factor		
b. Teacher and principal involvement in development		
9. Identify and Reward School Leaders, Teachers,		

<b>Intervention Requirement</b>	<b>Brief Description of How Proposal Addresses the Requirement</b>	<b>Proposal Page Number</b>
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
and Other Staff		
a. Termination process		
10. Family and Community Engagement Strategies		

**D. Foundation Laid through Priority Schools Process or Previous SIG Process (ALL)**

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

1. Provide a description of the school improvement measures that have been instituted since the school has been designated as a priority school in school turnaround.

2. Complete the chart below to describe the new structures 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				
School Leadership Team				
Professional Learning Community				
Other:				
Other:				

3. Describe turnaround steps taken since receiving priority designation.

4. 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?

If yes, what were the results of the School Improvement Grant on student achievement?



Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the year in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	



Task	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major tasks must be completed in order to successfully launch the model at the start of the new school year?</i>	<i>Who will be responsible for seeing that the task is completed?</i>	<i>How will the LEA judge that a task has been satisfactorily completed?</i>	<i>When will the task begin and end? (ALL tasks must be completed by August 2014.)</i>	

**PART II: TEACHING AND LEARNING**

**A. Curriculum (**TURNAROUND/TRANSFORMATION ONLY**)**

1. Research-based

a) Certify below that the school uses the research-based Common Core State Standards (CCSS) for Math and ELA and Mississippi Curriculum Frameworks as the basis of the school’s curriculum.

YES

NO

b) Complete the chart to describe current and proposed research-based curricular materials that the school uses to support the CCSS and Mississippi Curriculum Frameworks.

Curricular Area	Current Research-based Curricular Materials and Programs	Proposed Research-based Materials and Programs
<i>Subject</i>	<i>Ex. textbooks, software, manipulatives, etc.</i>	<i>New curricular materials; specify whether the proposed materials are additional or substitutions</i>
Mathematics		
Remedial mathematics		
English/Language Arts(ELA)		
Remedial ELA		
Reading		
Remedial reading		
Science		
Social Studies/History		

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

d) How does the school ensure that the supplemental curricular materials in each subject-area/grade-level are aligned with the CCSS and Mississippi Curriculum Frameworks?

2. Vertical alignment

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

a) Describe the school's process for reviewing and revising pacing guides in each subject/grade-level.

b) Provide the school's website link to pacing guides in each subject/grade-level:  
If the school does not have pacing guides, please describe how the school will develop pacing guides for use during the intervention model.

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

**B. Instruction (TURNAROUND/TRANSFORMATION ONLY)**

1. Instructional Improvements

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

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

b) How will instruction be enhanced through the School Improvement Grant model?

2. Three-Tier Instructional Model/Intervention Process (IP)

**State Board of Education Policy 4300 requires all schools in Mississippi to use a Three-Tier 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. [NOTE FOR TURNAROUND PROPOSALS: Social-emotional and community-oriented services and supports may be provided through the three-tier model and can be listed here to fulfill the requirement.]

Type of Service	Current Services	Proposed Services
		<i>What services are currently</i>

	<i>available to students who have been identified through the school's three-tier model?</i>	<i>available services under the SIG program?</i>
Academic		
Non-academic		

Attach the school's three-tier intervention process as part of Appendix F.

3. Special Populations

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

Group	Current Services	Proposed Services
Students with Disabilities		
English Language Learners		
Academically Behind		
Gifted or Advanced		

4. Increased Time

***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 model requires that ***all*** students are included in the increased time. Research suggests that increasing the instructional year by at least 300 additional hours can have a positive impact on student achievement.

Complete the following chart to demonstrate that the school will increase the length of the instructional year.

YEAR	Length of Instructional Day (in minutes)	Number of Instructional Days	Length of Instructional Year (in minutes)
Current			0
SIG Year 1			0
SIG Year 2			0
SIG Year 3			0

Attach as part of Appendix F the school's proposed schedule and school calendar which reflects increased time.

**C. Assessments (TURNAROUND/TRANSFORMATION ONLY)**

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

1. Current Internal and External Assessments (to be continued as part of the SIG process)

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>
		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...
		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...

		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...
		Select one...			Select one...	Select one...

2. Proposed Assessments

i. External Assessments

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment (e.g., multiple choice or free response; paper and pencil or adaptive; etc.)</i>	<i>Is the assessment formative, interim, or summative?</i>	<i>Specify which grade levels use this assessment.</i>	<i>Specify which subject areas use this assessment.</i>	<i>How often is this assessment given?</i>
		Select one...			Select one...

ii. Internal Assessments

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

### 3. Data-driven decision-making

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

a) What instructional decisions will be informed by student data?

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

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

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

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





3. Consolidated Staff **CLOSURE ONLY**

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

**PART III: OPERATION AND SUPPORT SYSTEMS**

**A. Allocation of Financial Resources (ALL)**

1. Additional Resources

Complete the chart to describe additional resources available to the school that support the SIG proposal.

Source of Funds	2013-14 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A		
Title II		
Title III (ELL)		
Title IV (21 <sup>st</sup> Century)		
Title VI (Rural Schools)		
McKinney-Vento Homeless Grant		
State Dyslexia Grant		
State Pre K Collaborative Grant		
Other Special Revenue: Barksdale Reading Institute		
Other Special Revenue:		
Other Special Revenue:		

**B. Human Resource Systems**

1. Recruitment and Hiring (**TURNAROUND/TRANSFORMATION ONLY**)

i. Turnaround/Transformation School Leader

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.

a) How will the LEA or school <u>recruit a pool of qualified applicants</u> for the position of Turnaround/Transformation School Leader?
--

Will the LEA or school use a School Turnaround/Transformation Organization or other external Support Service Provider to recruit a pool of qualified applicants for the position of Transformation School Leader?

YES

NO

If so, please describe how the Lead Partner will be involved in recruitment.

b) Attach as part of Appendix G the Turnaround/Transformation School Leader job description that the school will use when it markets the position.

c) 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.

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

d) If the school's principal was newly hired in 2011-12, 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:

ii. 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.

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

positions?

Will the LEA or school use a School Transformation/Turnaround Organization or other external Support Service Provider to recruit a pool of qualified applicants for any available instructional staff positions?

YES

NO

If so, please describe how the Lead Partner will be involved in recruitment.

b) (**TRANSFORMATION 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.

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

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

c) (**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 G.

### iii. Financial Incentives

a) 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.

b) 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.

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

***The Turnaround Intervention model requires schools to screen and re-hire no more than 50% of current staff.*** Answer the questions below to describe how the school will screen and re-hire current staff.

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

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

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

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

3. Employment Policies

i. Placement (**TURNAROUND/TRANSFORMATION ONLY**)

a) One of the leading indicators from the Performance Framework is the distribution of effective teachers across an LEA's schools. At the school level, what is the process for assigning highly effective teachers to work with specific grades, subjects, and/or groups of students in order to ensure equity of learning opportunities for all students?

ii. Evaluation Policies (**TRANSFORMATION ONLY**)

a) Describe the school's current system for evaluating teachers and principals, including timelines and persons involved in evaluation.

Provide the current evaluation system’s tools (rubrics, data analysis forms, etc.) as part of Appendix I.

b) Will the school adopt and use the rigorous, transparent, and equitable evaluation system which incorporates student growth as a significant factor now being used by the Mississippi Department of Education in conjunction with teachers and principals?

YES

NO

iii. Financial rewards (**TRANSFORMATION ONLY**)

a) 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?

iv. Opportunities for promotion and career growth (**TURNAROUND/TRANSFORMATION ONLY**)

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?		
What opportunities, particularly decision-making roles, exist for highly effective teachers to help shape the reform effort?		
How would a teacher receive access to these opportunities?		

v. Termination (**TRANSFORMATION ONLY**)

a) 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					
Teacher					

b) 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 (**TURNAROUND/TRANSFORMATION ONLY**)

Attach as Appendix J 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 parent and teacher councils), and **any School Turnaround/Transformation Organization** that will play a role in managing the school.

a) **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. (**TURNAROUND ONLY**)

i. District-Level Staff

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

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

ii. School Autonomy(**TURNAROUND/TRANSFORMATION ONLY**)

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		
School time, such as school calendar, schedules for the school day, etc.		
School procedures, such as course offerings, curriculum materials, discipline, etc.		
Budgeting		
Other important operations		

2. Lead Partners (**TURNAROUND/TRANSFORMATION ONLY**)

i. School Turnaround/Transformation Organization

a) Describe any plans to contract with a School Turnaround/Transformation Organization to oversee the school’s daily operations. Remember that these plans must align with the school proposal.

b) Insert below the scope of work to be included in the Request for Proposal for the School Turnaround/Transformation Organization.

ii. Support Service Provider

a) Describe any plans to contract for specific services with a Support Service Provider. Remember that these plans must align with the school proposal.

b) Insert below the scope of work to be included in the Request for Proposal for each Support Service Provider proposed.

3. School Climate (**TURNAROUND/TRANSFORMATION ONLY**)

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

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

4. Facilities (**CLOSURE ONLY**)

a) Describe the facility of the newly consolidated school.

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

**D. Support for Teaching and Learning (TURNAROUND/TRANSFORMATION ONLY)**

1. Professional Development

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

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

c) How is professional development tied to evaluation?

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

e) How are staff involved in the design of professional development?

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

## 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				
Department-level				
Special services				
Faculty				
Professional Learning Communities				

## E. Parent and Community Engagement (**TURNAROUND/TRANSFORMATION ONLY**)

### 1. Community-School Relations

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

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

b) How are complaints from parents or community members currently addressed?

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

## 2. Services for Parents and Community Members

Complete the chart below to describe services the school provides to parents and community members. [NOTE FOR TURNAROUND PROPOSALS: Social-emotional and community-oriented services and supports may be listed in this item].

Activity	Current	Proposed
Coordination with local social and health service providers		
Parent education classes		

## 3. Engagement in School Improvement

a) What organized parent groups does the school offer?

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

How will parent groups be improved through the SIG program?

b) What opportunities will parents and community members have to review school performance and participate in decision-making about school improvement plans?

How will these opportunities be enhanced through the SIG program?

## F. Parent and Community Outreach (**CLOSURE ONLY**)

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

a) Describe media outreach plans designed to alert parents and the community of the school closure.

b) What opportunities will parents or community members have to ask school officials questions about the school closure?

c) Describe services that will be available to help parents and students transition to the newly consolidated school.

**G. Sustainability (TURNAROUND/TRANSFORMATION)**

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.

## BUDGET

### Instructions

On the budget pages that follow, an LEA will find a budget cover page, a 3-year summary budget page, LEA annual budget pages, and school-level annual budget pages. An LEA should complete the *LEA cover page* and the *LEA and school-level annual budget pages*. The information from these pages will automatically populate the 3-year summary budget page.

Remember, the LEA's total grant may not be less than \$50,000 or more than \$2,000,000 per year for each Priority school that the LEA commits to serve.

COVER SHEET  
Mississippi Department of Education  
School Improvement Grant 1003(g)  
LEA Application  
2013-2014

<b>Section A</b>					
The Cover Page is designed to populate certain fields* with your district information. Please verify the data in these fields.					
District Code	Please enter your district's MSIS code				
District Name *					
School Code	Please enter your school's MSIS code				
School Name *					
NCES LEA ID *	<a href="http://nces.ed.gov/ipeds/data/districtsearch/">http://nces.ed.gov/ipeds/data/districtsearch/</a>				
NCES School ID *	<a href="http://nces.ed.gov/ipeds/data/schoolsearch/">http://nces.ed.gov/ipeds/data/schoolsearch/</a>				
Name of District Contact					
Phone					
Fax					
E-Mail					
District Address					
Name of Superintendent (typed)					
<b>Section B - BUDGET SUMMARY</b>					
Check the appropriate Box					
Tier I <input type="checkbox"/> Tier II <input type="checkbox"/>	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three Year Total
Tier III <input type="checkbox"/>	Pre-Implementation	Year 1-Full Implementation			
School Level Activities	\$ -	\$ -	\$ -	\$ -	\$ -
LEA - Level Activities	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budget</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<p><i>For MDE use only:</i></p> <p style="text-align: center;">Mississippi Department of Education Approval</p> <p>Linda C. Reeves, Bureau Director - SIG Financial Management _____</p> <p>Dr. Laura B. Jones, Bureau Manager _____</p> <p>Date of Approval _____</p>					

## APPENDICES CHECKLIST

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

### A. Consultation with Stakeholders

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

### B. School Board Approval

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

### C. Lead Partner Contracting Process

- Lead Partner Interview or Evaluation Tools, if applicable
- LEA's model Memorandum of Understanding, if different from MDE's
- LEA's model Request for Proposal

### D. District Capacity for Selected Interventions

- LEA's Schedule of Findings and Questioned Costs from most the recent audit
- Current Priority School Transformation/Turnaround Plan printed from MS- SOARS

### E. Needs Assessment

- Performance Framework – Leading and Lagging Indicators –Baseline Data Printed from MS-SOARS
- Performance Framework – Leading and Lagging Indicators –SIG 3 year Goals (See Toolkit)
- Intervention Model Selection Tool

### F. Instruction

- Three-Tier Intervention Process
- School Calendar and School Schedule

### G. Recruitment and Hiring

- Turnaround/Transformation School Leader Job Description
- Transformation Interview protocols
- Turnaround Interview protocols

### H. Screening and Re-Hiring (Turnaround)

- Re-Hiring Interview protocols

### I. Evaluation

- Evaluation tools

**J. School Governance**

Organization Chart

**K. Budget**

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

**Mississippi Department of Education  
School Improvement Grant (SIG) 1003(g)  
LEA Application Toolkit**



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**SCHOOL IMPROVEMENT GRANT 1003(g)  
INTENT TO SUBMIT PROPOSAL  
2014-2015**

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.

- Will apply for a School Improvement Grant (SIG)
- Will not apply a School Improvement Grant (SIG)
- Are uncertain about submitting a School Improvement Grant (SIG)

DISTRICT: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_

AUTHORIZING SIGNATURE: \_\_\_\_\_

DATE OF SUBMISSION: \_\_\_\_\_

Please complete this form and return **by January 28, 2014** to:

**Dr. Laura B. Jones  
Office of School Recovery  
P.O. Box 771, Suite 213  
Jackson, Mississippi 39205**

Fax to: **Dr. Laura B. Jones  
Office of School Recovery  
601-576-3515**

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

Questions regarding the School Improvement Grants (SIG) should be directed to: Dr. Laura B. Jones at 601-359-1003 or [SIG@mde.k12.ms.us](mailto:SIG@mde.k12.ms.us).

# Comprehensive Needs Assessment Tool

The comprehensive needs assessment focuses on gathering data in five dimensions: student achievement, curriculum and instruction, professional development, family and community involvement, and school context and organization. **Data should be disaggregated based on race and ethnicity, students with an individual education plan, economically disadvantaged, and limited English proficiency, in order to compare the achievement between subgroups.** Data may be examined across multiple years or grade levels to identify patterns and trends. By using multiple data sources to triangulate the data, priority needs emerge from a foundation supported by objective data. The purpose of a comprehensive needs assessment is not to look for solutions but to let priority needs emerge across data sources.

In this tool, the LEA will find examples of key questions to answer and suggested data sources. Remember, an LEA must separately complete and attach the Performance Framework.

## Student Achievement

Information in this section pertains to the dimension of Student Achievement.

1. How well are students attaining the challenging academic standards set by the state and school district?
2. Which students are struggling? In which areas are they struggling?
3. Is there a reduction in the rate of students leaving the school, either as a result of making a voluntary transfer or because they are dropping out of the system?

Possible Data Sources
<b>Student Achievement</b>
✓ Analysis of MCT2/SATP and other test data over the last 3 years
✓ Achievement comparisons for subgroups (e.g., boys/girls, LEP/non-LEP, free and reduced lunch/non)
✓ Analysis of promotion and retention rates; achievement results for retained students
✓ Analysis of special services (number and percentages of students, identified needs, student progress)
✓ Analysis of report card grades
✓ Summarized assessment results by grade levels and/or programs (e.g., after-school tutoring, summer school)
✓ Mobility rate during school year—where students come from and go to

## Curriculum and Instruction

Information in this section pertains to the dimension of Curriculum and Instruction.

1. What are teachers and administrators doing to ensure that teaching methods are up-to-date and the curriculum reflects state, local, and national content standards?

2. What opportunities are there on the job to improve the curriculum, raise expectations of staff, and secure top-quality instructional materials?
3. What formative, interim, and summative assessments do we use to evaluate individual students?
4. Is our assessment system sophisticated enough to provide quality, timely information useful in decision-making about instruction?

<b>Possible Data Sources</b>
<b>Curriculum and Instruction</b>
<ul style="list-style-type: none"> <li>✓ Review of teachers’ familiarity with and use of curriculum/pacing guides</li> <li>✓ Review of school curriculum’s alignment to state standards</li> <li>✓ Review of class schedules—what is taught and time allotted to subjects</li> <li>✓ List of instructional materials used at each grade level/content area (check for continuity across grades)</li> <li>✓ Number and type of assessments</li> </ul>

**School Context and Organization**

Information in this section pertains to the dimension of School Context and Organization.

1. What is school culture like? Is discipline a problem at the school?
2. Do teachers have a voice in decision making and school policies?
3. Do school committees and decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard?
4. Are all groups to be part of solutions to identified problems?
5. Is adequate time devoted to subjects in which students perform poorly?
6. What is the general state of the school’s facilities?
7. What is the achievement of nearby schools in the district?
8. Are there School Turnaround/Transformation Organizations or Support Service Providers available to assist the school?

<b>Possible Data Sources</b>
<b>School Organization and Management</b>
<ul style="list-style-type: none"> <li>✓ Analyses of staff meeting agendas, memos, etc.</li> <li>✓ List of school committees, responsibilities, activity</li> <li>✓ List of options for staff and parent input in decision making</li> <li>✓ List of general (across staff) concerns</li> </ul>

- ✓ School climate surveys
- ✓ Recognition events for staff and students
- ✓ Citizenship programs and efforts
- ✓ Number and percentage of referrals by grade level
- ✓ Identified “high risk” behaviors
- ✓ Attendance and punctuality data (students and teachers)
- ✓ Suspension/expulsion rate
- ✓ Analysis of school discipline policy and how it applied in classrooms
- ✓ Summaries of staff and student “school attitude”
- ✓ List of Lead Partners
- ✓ LEA-wide achievement data
- ✓ Facilities assessment

**Professional Development**

Information in this section pertains to the dimension of Professional Development.

1. What is the school’s evaluation policy?
2. How does evaluation drive decisions about professional development, promotions, and termination?
3. According to evaluations, how strong is the instructional capacity of existing staff? Is capacity variable across grades/subjects?
4. Are there on-the-job opportunities for teachers to participate in meaningful professional development?
5. Do teachers select the professional development opportunities available to them?
6. What follow-up takes place?
7. Are teachers working in a collaborative effort as team members and mentors?
8. What instruments can reliably assess the extent to which teachers are collaborating?
9. What can be done to further promote and enhance collaboration among teachers?

**Possible Data Sources**

**Professional Development**

- ✓ Evaluation tools and results
- ✓ Schedule of classroom observations and feedback samples
- ✓ Evaluation of professional development plan
- ✓ Summary of professional development participation levels
- ✓ List of “voluntary” and “required” professional development options
- ✓ Strategies and practices available to provide direct help to teachers with difficulties
- ✓ Time available for faculty to collaborate

## Family and Community Involvement

Information in this section pertains to the dimension of Family and Community Involvement.

1. In what ways are parents and the community involved in meaningful activities that support student learning?
2. How are parents and the community involved in school decisions?
3. Are health and human services available to support students and encourage healthy family relationships?
4. If families speak languages other than English, are school messages communicated in those languages?
5. Do services for families include students with disabilities, both physical and educational?
6. How can parents develop their parenting skills or gain access to other educational opportunities through the school?

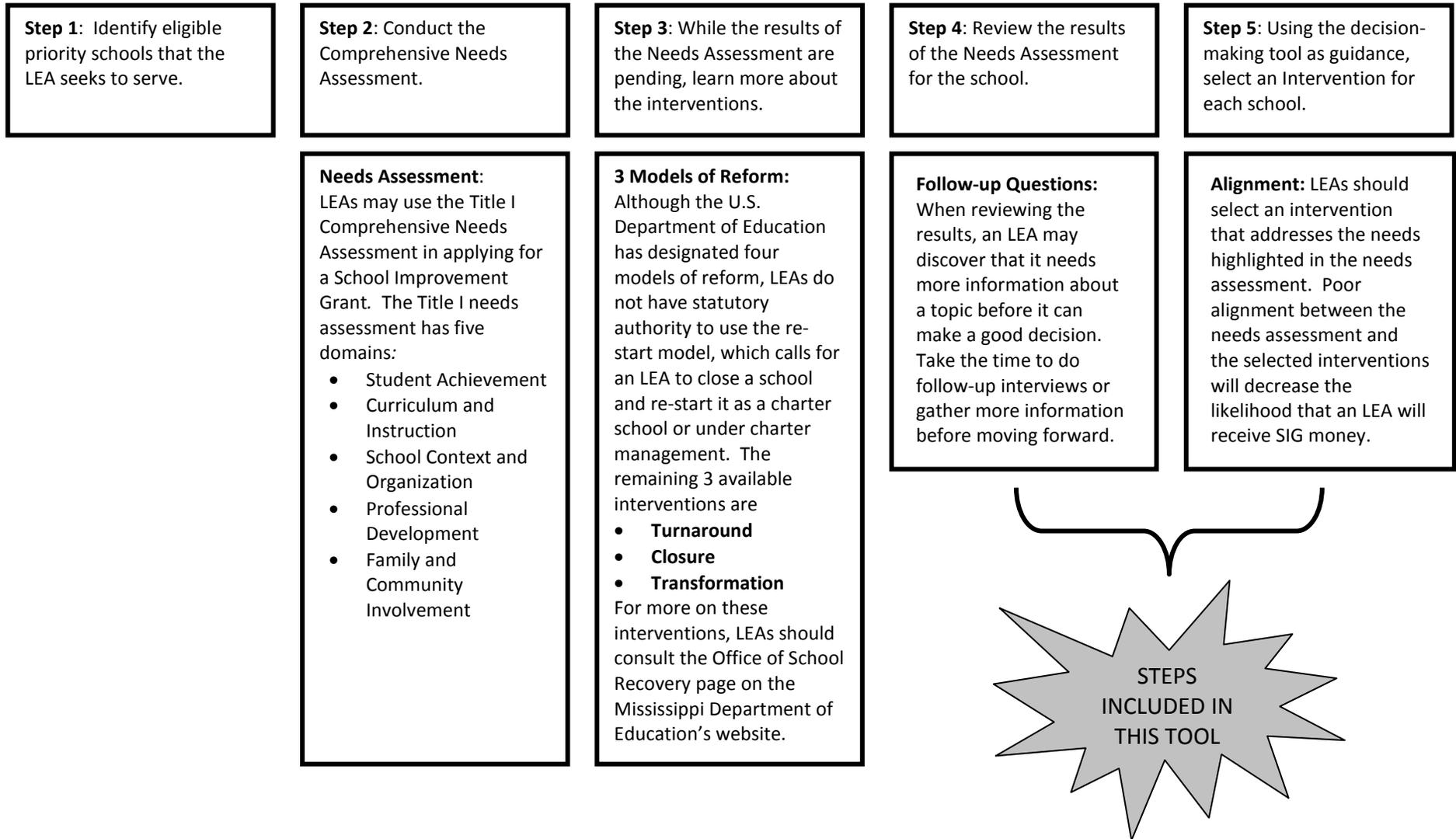
### Possible Data Sources

#### Family and Community Involvement

- ✓ List of types and numbers of parent involvement events/options for last 2-3 years
- ✓ Analysis of grade-level and school-wide patterns for:
  - Number/percentage of parents who participated in various parent involvement events
  - Types of information disseminated to parents (number and frequency)
  - Summary data on parent volunteers (numbers, percentages, activities)
- ✓ List topics and frequency of parent training
- ✓ List specific input from parents and students regarding school decisions during past 2-3 years
- ✓ Summary of parent organization meetings and activities during past 2-3 years (numbers, percentages, results)
- ✓ Analysis of effectiveness of home-school communication tools
- ✓ List of community speakers in the classroom and their purposes for last 2-3 years
- ✓ Types and purposes of school involvement with local businesses and community organizations

## SELECTING AN INTERVENTION MODEL

This tool aids the LEA in considering the essential questions to select an intervention model that has the greatest potential to dramatically improve outcomes for students attending a low-achieving school. This tool focuses on the last two steps in the five-step decision-making process, which is summarized below.



**Step 4: Review the results of the Needs Assessment for the LEA and each school.**

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school *given the existing capacity in the school and the district*? To complete the table below, you will need a summary of the findings from the Needs Assessment. In the first column, check the boxes that accurately describe the school. The checks in the right three columns indicate that if this characteristic is present, the respective intervention model could be an option.

CHARACTERISTIC	INTERVENTION MODEL		
	CLOSURE	TURNAROUND	TRANSFORMATION
<b><i>Student Achievement</i></b>			
<input type="checkbox"/> History of chronic, low achievement	✓	✓	
<input type="checkbox"/> All students experiencing low achievement/graduation rates	✓	✓	
<input type="checkbox"/> Select sub-groups of students experiencing low-performance			✓
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓	✓	
<input type="checkbox"/> Students experiencing low-achievement in only select subject areas			✓
<b><i>Curriculum and Instruction &amp; Professional Development</i></b>			
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity			✓
<input type="checkbox"/> Evidence of limited staff capacity	✓	✓	
<b><i>School Context and Organization</i></b>			
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround/transformation leader		✓	✓
<input type="checkbox"/> Evidence of response to prior reform efforts		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓	✓	
<input type="checkbox"/> Physical plant deficiencies	✓		
<input type="checkbox"/> Supply of external partners/providers		✓	✓
<input type="checkbox"/> Other higher performing schools in district	✓		
<b><i>Family and Community Involvement</i></b>			
<input type="checkbox"/> Strong community commitment to school		✓	✓
<b>TOTAL</b>	<b>of 7 or %</b>	<b>of 9 or %</b>	<b>of 7 or %</b>

1. Based on the Capacity table above, rank order the intervention models that seem the best fit for this school. This is only an estimation of the best possible model, but it is a place to start. Remember: An LEA can choose a transformation model for only 50% of its schools if it has a total of 9 or more Tier I and Tier II schools.

#### Best Fit Ranking of Intervention Models

A. Best Fit:

B. Second Best Fit:

2. Now answer the questions below for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

#### School Closure Model

1. What are the criteria to identify schools to be closed?
2. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?
3. How will the receiving schools be staffed with quality staff to accommodate the increase in students?
4. What is the process for determining which staff members are dismissed and which staff members are re-assigned?
5. What supports will be provided to recipient schools if current staff members are re-assigned?
6. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?
7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
8. What is the impact of school closure to the school's neighborhood, enrollment area, or community?
9. How does school closure fit within the LEA's overall reform efforts?

**The Turnaround Model**

1. Is the LEA ready to meet all of the requirements of the turnaround model?
2. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?
3. How will the LEA recruit a new leader for the school?
4. How will the LEA support the school leader in recruiting and retaining highly effective teachers to the lowest achieving schools?
5. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?
6. What is the LEA's own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?
7. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

**The Transformation Model**

1. Is the LEA ready to meet all of the requirements of the transformation model?
2. How will the LEA recruit a new leader for the school?
3. How will the LEA enable the new leader to make and sustain strategic staff replacements?
4. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

5. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?
  
6. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

**Step 5: Select an Intervention Model for each school.**

Using the information from Step 4, summarize your rationale for the intervention selected for each school.

SCHOOL	INTERVENTION	RATIONALE
	Select one...	

Begin drafting the school proposals aligned with your chosen interventions. Good Luck!

## Resources

See the *Handbook on Effective Implementation of School Improvement Grants* at [www.centerii.org](http://www.centerii.org).

Also see resources below, which are also referenced in the *Handbook*.

### Implementation

- Fixsen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: National Implementation Research Network. Retrieved from [http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/Monograph\\_full.pdf](http://www.fpg.unc.edu/~nirn/resources/publications/Monograph/pdf/Monograph_full.pdf)
- Guldbrandsson, K. (2008). *From news to everyday use: The difficult art of implementation*. Ostersund, Sweden: Swedish National Institute of Public health. Retrieved from [http://www.fhi.se/PageFiles/3396/R200809\\_implementering\\_eng0805.pdf](http://www.fhi.se/PageFiles/3396/R200809_implementering_eng0805.pdf)
- Gunn, B. (n.d.). *Fidelity of implementation: Developing structures for improving the implementation of core, supplemental, and intervention programs*. Retrieved from [http://74.125.95.132/search?q=cache:9\\_DqqvdTjYEJ:www.nevadareading.org/resourcecenter/readingprograms.attachment/300169/Program\\_Implementation\\_Fidelity-Developing\\_Structures.ppt+fidelity+of+implementation:+developing+structures+for+improving+the+implementation+of+core,+supplemental,+and+intervention+programs&cd=1&hl=en&ct=clnk&gl=us](http://74.125.95.132/search?q=cache:9_DqqvdTjYEJ:www.nevadareading.org/resourcecenter/readingprograms.attachment/300169/Program_Implementation_Fidelity-Developing_Structures.ppt+fidelity+of+implementation:+developing+structures+for+improving+the+implementation+of+core,+supplemental,+and+intervention+programs&cd=1&hl=en&ct=clnk&gl=us)
- Redding, S. (2006). *The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school*. Lincoln, IL: Academic Development Institute. Retrieved from [www.centerii.org/survey](http://www.centerii.org/survey)
- Steiner, L. (2009). *Tough decisions: Closing persistently low-performing schools*. Lincoln, IL: Center on Innovation & Improvement. Retrieved from <http://www.centerii.org/survey/>
- Walberg, H. J. (Ed.). (2007). *Handbook on restructuring and substantial school improvement*. Lincoln, IL: Center on Innovation & Improvement. Retrieved from [www.centerii.org/survey](http://www.centerii.org/survey)

**This document is based on work by the Center on Innovation & Improvement, Academic Development Institute, Lincoln, Illinois. The Center on Innovation & Improvement is a national content center in the comprehensive center system, funded by the U.S. Department of Education.**

# INTERVENTION REQUIREMENTS AND GUIDANCE

## TURNAROUND

### Requirements

1. Replace the principal and grant the newly hired principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
2. Using locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students,
  - a. Screen all existing staff and rehire no more than 50 percent; and
  - b. Select new staff;
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
4. Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data 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;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and implement strategies that provide increased learning time; and
9. Provide appropriate social-emotional and community-oriented services and supports for students.

### Optional Elements

In addition to the required elements, an LEA implementing a turnaround model may also implement other strategies, such as a new school model or any of the required and permissible

activities under the turnaround intervention model described in the final requirements. It could also, for example, replace a comprehensive high school with one that focuses on science, technology, engineering, and mathematics (STEM). The key is that these actions would be taken within the framework of the turnaround model and would be in addition to, not instead of, the actions that are required as part of a turnaround model.

**Definition of “job-embedded” professional development:**

- It occurs on a regular basis (*e.g.*, daily or weekly);
- It is aligned with academic standards, school curricula, and school improvement goals;
- It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
- It requires active engagement rather than passive learning by participants; and
- It focuses on understanding what and how students are learning and on how to address students’ learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice.

When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.

**Guidance**

*Must a turnaround school proposal contain plans to adopt a new instructional design?*

Not necessarily. In implementing a turnaround model, an LEA must use data to identify an instructional program that is research-based and vertically aligned as well as aligned with State academic standards. If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, the Department expects that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

*What are some examples of social-emotional and community-oriented services and supports for students that may be provided through Response to Intervention?*

Social-emotional and community-oriented services that may be offered to students in a school implementing a turnaround model may include health, nutrition, or social services that may be provided in partnership with local service providers, or services such as a family literacy program for parents who need to improve their literacy skills in order to support their children’s learning. An LEA should examine the needs of students in the turnaround school to

determine which social-emotional and community-oriented services will be appropriate and useful under the circumstances.

## **CLOSURE**

*What costs associated with closing a school can be paid for with SIG funds?*

An LEA may use SIG funds to pay certain reasonable and necessary costs associated with closing a Tier I or Tier II school, such as costs related to parent and community outreach, including, but not limited to, press releases, newsletters, newspaper announcements, hotlines, direct mail notices, or meetings regarding the school closure; services to help parents and students transition to a new school; or orientation activities, including open houses, that are specifically designed for students attending a new school after their prior school closes. Other costs, such as revising transportation routes, transporting students to their new school, or making class assignments in a new school, are regular responsibilities an LEA carries out for all students and generally may not be paid for with SIG funds. However, an LEA may use SIG funds to cover these types of costs associated with its general responsibilities if the costs are directly attributable to the school closure and exceed the costs the LEA would have incurred in the absence of the closure.

*May SIG funds be used in the school that is receiving students who previously attended a school that is subject to closure in order to cover the costs associated with accommodating those students?*

No. In general, the costs a receiving school will incur to accommodate students who are moved from a closed school are costs that an LEA is expected to cover, and may not be paid for with SIG funds. However, to the extent a receiving school is a Title I school that increases its population of children from low-income families, the school should receive additional Title I, Part A funds through the Title I, Part A funding formula, and those Title I, Part A funds could be used to cover the educational costs for these new students. If the school is not currently a Title I school, the addition of children from low-income families from a closed school might make it an eligible school.

*Is the portion of an LEA's SIG subgrant that is to be used to implement a school closure renewable?*

Generally, no. The portion of an LEA's SIG subgrant for a school that is subject to closure is limited to the time necessary to close the school — usually one year or less. As such, the funds allocated for a school closure would not be subject to renewal.

## TRANSFORMATION

### Requirements

1. Replace the principal who led the school prior to commencement of the transformation model;
2. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that
  - a. Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
  - b. Are designed and developed with teacher and principal involvement;
3. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Implement such strategies as financial incentives and increased opportunities for promotion and career growth that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model;
6. Use data 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;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time;
9. Provide ongoing mechanisms for family and community engagement;
10. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
11. Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school transformation organization or an EMO).

## Optional Elements

In addition to the required activities for a transformation model, an LEA may also implement other strategies such as:

1. Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of students in a transformation school;
2. Instituting a system for measuring changes in instructional practices resulting from professional development;
3. Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority;
4. Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;
5. Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
6. Using and integrating technology-based supports and interventions as part of the instructional program;
7. In secondary schools—
  - a. Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
  - b. Improving student transition from middle to high school through summer transition programs or freshman academies;
  - c. Increasing graduation rates through, for example, credit recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills;
  - d. Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or to graduate;
8. Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies, and others to create safe school environments that meet students' social, emotional, and health needs;
9. Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff;

10. Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment;
11. Expanding the school program to offer pre-kindergarten;
12. Allowing the school to be run under a new governance arrangement, such as a transformation division within the LEA or SEA; or
13. Implementing a per-pupil school-based budget formula that is weighted based on student needs.

**Guidance**

*Must the principal and teachers involved in the development and design of the evaluation system be the principal and teachers in the school in which the transformation model is being implemented?*

No. The requirement for teacher and principal evaluation systems that “are designed and developed with teacher and principal involvement” refers more generally to involvement by teachers and principals within the LEA using such systems, and may or may not include teachers and principals in a school implementing the transformation model.

# Intervention Model Checklist

*Note: Regardless of intervention type, all proposals must complete the LEA Plan Overview in full.*

## School Proposal

### I. Introduction

Item	Turnaround	Transformation	Closure
A. Descriptive Information about the Eligible School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Newly Consolidated School(s) Information	Not Applicable	Not Applicable	<input type="checkbox"/>
B. Alignment with the Needs Assessment			
1. Comprehensive Needs Assessment (Toolkit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Intervention Model Selection (Toolkit)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Alignment with Intervention Requirements	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
D. Implementation Milestones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>NOTE: If an LEA spends money in the pre-implementation period, the LEA must meet the standard for pre-implementation plans. If not, the LEA must address this in the interview round if the application advances.</i>			
1. Pre-Implementation Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**II. Teaching and Learning**

<b>Item</b>	<b>Turnaround</b>	<b>Transformation</b>	<b>Closure</b>
A. Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
1. Research-based	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
2. Vertical alignment	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
B. Instruction	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
1. Instructional improvements	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
2. Three-Tier Instructional Intervention Model/ Intervention Process (IP)	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
3. Special populations	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
4. Increased time	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
C. Assessments	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
1. Current assessments	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
2. Proposed assessments	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
3. Data-driven decision-making	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
D. Instructional Leadership and Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Current instructional staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Proposed instructional staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Consolidated staff	Not Applicable	Not Applicable	<input type="checkbox"/>

### III. Operations and Support Systems

Item	Turnaround	Transformation	Closure
A. Allocation of Financial Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Human Resource Systems			
1. Recruitment and hiring	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
i. School Leader			
ii. Instructional staff	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
iii. Financial incentives	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
2. Screening and re-hiring	<input type="checkbox"/>	Not Applicable	Not Applicable
3. Employment policies	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
i. Placement			
ii. Evaluation policies	Not Applicable	<input type="checkbox"/>	Not Applicable
iii. Financial rewards	Not Applicable	<input type="checkbox"/>	Not Applicable
iv. Opportunities for promotion and career growth	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
v. Termination	Not Applicable	<input type="checkbox"/>	Not Applicable
C. Organizational Structures and Management	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
1. Governance			
2. Lead Partners <i>Schools are not required to contract with Lead Partners. If the school chooses to contract with Lead Partners, the school must have a clear plan for services</i>	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
3. School Climate	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
4. Facilities	Not Applicable	Not Applicable	<input type="checkbox"/>
D. Support for Teaching and Learning			
1. Professional development	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
2. Time for faculty	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable

<b>Item</b>	<b>Turnaround</b>	<b>Transformation</b>	<b>Closure</b>
collaboration			
E. Parent and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
1. Community-school relations			
2. Services for parents and community members	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
3. Engagement in school improvement	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable
F. Parent and Community Outreach	Not Applicable	Not Applicable	<input type="checkbox"/>
G. Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	Not Applicable

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

School District	School
Date and Time of Meeting	Meeting Place

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

SIGNATURE	Parent	Licensed Staff	Non-Licensed Staff	Administrator	District Staff	Title I Staff	Community Member	Student
10.	<input type="checkbox"/>							
11.	<input type="checkbox"/>							
12.	<input type="checkbox"/>							
13.	<input type="checkbox"/>							
14.	<input type="checkbox"/>							
15.	<input type="checkbox"/>							
16.	<input type="checkbox"/>							
17.	<input type="checkbox"/>							
18.	<input type="checkbox"/>							
19.	<input type="checkbox"/>							
20.	<input type="checkbox"/>							

## LEAD PARTNER GUIDANCE

### Two Types of Lead Partners

LEAs are not required to contract with Lead Partners as part of the School Improvement Grant program. In order to better explain to LEAs their options for Lead Partners—and their option not to choose a Lead Partner—MDE has categorized Lead Partners into two main types available to LEAs in Mississippi. These two types are:

- *School Turnaround/Transformation Organizations*—School Turnaround/Transformation Organizations (STTOs) have a governance role in the school.
- *Support Service Providers*—Support Service Providers supply services to the school but do not have a governance role in the operations of the school.

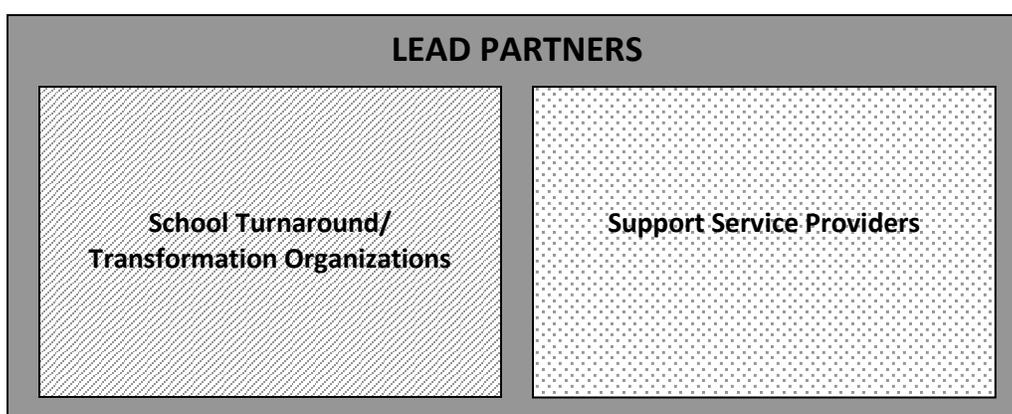


Figure 1.

### Contracting with a Lead Partner

LEAs will manage the entire process of recruiting, screening, evaluating, and selecting Lead Partners. LEAs must describe their process in the LEA Application. LEAs must also provide their model Request for Proposal, including the proposed scope of work potential Lead Partners must address, and their model Memorandum of Understanding to be used in the contracting process. During the grant review process, external reviewers will evaluate LEAs responses in these areas to determine whether LEA proposed process is rigorous and evidence-based.

### Special Instructions for Contracting with a School Turnaround/ Transformation Organization

If an LEA chooses to contract with a School Turnaround/ Transformation Organization, MDE must approve the STTO *prior* to execution of an MOU between the LEA and the STTO. MDE will not approve an STTO until *after* the LEA has been granted an FY2013 School Improvement Grant award. In order to earn MDE approval of an STTO, LEAs must submit documentation to MDE demonstrating the LEA used a rigorous, evidence-based screening process to select the STTO. More details about the submission of documentation will be available once the FY2010 grantees have been selected.

**Resources**

MDE has provided LEAs a Lead Partner Interview Protocol and a model MOU in the LEA Application Toolkit. LEAs should contact MDE for any necessary technical assistance in contracting with Lead Partners, especially in recruiting high-quality Lead Partners.

## LEAD PARTNER INTERVIEW

*(This tool is an example of an interview protocol for prospective Lead Partners.)*

Name of Lead Partner	School District
Contact Information	School District Contact

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

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

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

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

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

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

Between

\_\_\_\_\_  
(Enter Local Educational Agency's Name)

Local Educational Agency (LEA)

and

\_\_\_\_\_  
(Enter Lead Partner's Name)

Lead Partner

## I. Background

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

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

## II. Mission

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

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

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

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

**III. Responsibilities**

The responsibilities of the [LEA] are to:

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

The responsibilities of the [LP] are to:

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

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

**IV. Evaluation**

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

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

**V. Exception to LEA Policies**

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

- [List the LEA policies that will prohibit the Lead Partner from carrying out its duties set forth in this MOU.]

The rights of the policies stated above shall be given to [LP] throughout the implementation of this Understanding. [LEA] or [LP] may relinquish its rights set forth by giving thirty (30) calendar days written notice to the other party and the effective date thereof.

**VI. Terms of Understanding**

Timeline

This Memorandum of Understanding is made on [Enter the date that this Understanding will go into effect] by and between [LEA] and [LP]. Review of this Understanding shall be made on or before [Enter the date that this Understanding will be reviewed], at which time this Understanding may be extended, modified, or terminated.

Funding

As full consideration for the services to be performed under this Understanding, and for all rights, properties, and privileges vested in [LEA] by the terms of this Understanding, including the release of [LEA], its assigns, agents, licensees, affiliates, clients and principals, representatives, heirs and successors, from any liability for any releases granted by the terms of this Understanding in perpetuity, [LEA] agrees to pay [LP] using the following breakdown:

**Personnel Services:** An Amount Not to Exceed \$\_\_\_\_\_ (\$\_\_\_\_\_/hr. x \_\_\_\_\_ hrs. = \$\_\_\_\_\_/day x \_\_\_\_\_ days), payable upon completion of services and submission of invoice no later than ten working days after completion of specified services.

**Travel:** Actual Amounts May Not Exceed \$\_\_\_\_\_ (May include airfare, lodging, meals, etc.), reimbursed in accordance with the LEA's travel policy upon receipt of travel voucher after completion of specified services.

**Commodities:** Actual Amounts May Not Exceed \$\_\_\_\_\_, payable upon completion of specified services and submission of original invoice by the \_\_\_ working day of the month following the period of service.

Reporting

Records, data, and other information acquired, developed, collected, or documented under this agreement shall be the property of the originating agency. Such records shall be kept for a

period of five (5) years after final payment under this Understanding, unless the Mississippi Department of Education authorizes their earlier disposition.

Updating

This Understanding will not be modified, altered, or changed except by the mutual agreement by an authorized representative(s) of each party to this Understanding and must be confirmed in writing.

Termination

If, for any reason, [LP] fails to meet to the standards described above to the satisfaction of [LEA], [LEA] may terminate this Understanding immediately on written notice to [LP] and [LP] shall be entitled to receive just and equitable compensation for any services completed or performed prior to termination of this Understanding, as determined by [LEA]. Furthermore, [LEA] or the [LP] may terminate this agreement at any time by giving thirty (30) business days written notice to the other party of such termination and specifying the effective date thereof.

**VII. Principal Contacts**

Each party hereby designates the following as the initial principal contacts for the agency. These contacts may be changed at the participating agency’s discretion upon written notice to the other participating agency.

Local Educational Agency:

Lead Partner:

\_\_\_\_\_  
Principal Contact’s Name

\_\_\_\_\_  
Principal Contact’s Name

\_\_\_\_\_  
Principal Contact’s Title

\_\_\_\_\_  
Principal Contact’s Title

\_\_\_\_\_  
Principal Contact’s Address

\_\_\_\_\_  
Principal Contact’s Address

\_\_\_\_\_  
Principal Contact’s Phone Number

\_\_\_\_\_  
Principal Contact’s Phone Number

\_\_\_\_\_  
Principal Contact’s Fax Number

\_\_\_\_\_  
Principal Contact’s Fax Number

\_\_\_\_\_  
Principal Contact’s Email Address

\_\_\_\_\_  
Principal Contact’s Email Address

**VIII. Signatures**

Local Educational Agency:

_____ Superintendent's Typed Name and Signature	_____ Title	_____ Date
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_____ Board President's Typed Name and Signature	_____ Title	_____ Date
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Lead Partners:

_____ Lead Partner Representative's Typed Name and Signature	_____ Title	_____ Date
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# BUDGET GUIDANCE

## General Guidance

An LEA's proposed budget should cover a three-year period and should take into account the following:

1. The number of priority schools that the LEA commits to serve and the intervention model (turnaround, closure, or transformation) selected for each school.
2. The budget request for each priority school must be of sufficient size and scope to support full and effective implementation of the selected intervention over a period of three years. First-year budgets may be higher than in subsequent years due to one-time start-up costs.
3. The portion of school closure costs covered with school improvement funds may be significantly lower than the amount required for the other models and would typically cover only one year.
4. The LEA may request funding for LEA-level activities that will support the implementation of school intervention models in priority schools.
5. The minimum amount of funding that may be awarded for each of the three years of the School Improvement Grant is \$50,000.
6. The maximum funding available to the LEA each year is determined by multiplying the total number of priority schools that the LEA is approved to serve by \$2 million (the maximum amount that an SEA may award to an LEA for each participating school).
7. Pre-implementation expenditures may be used for the following expenditures:
  - a. Family and Community Engagement: Hold community meetings to review school performance, discuss the school intervention model to be implemented, and develop school improvement plans in line with the intervention model selected; survey students and parents to gauge needs of students, families, and the community; communicate with parents and the community about school status, improvement plans, choice options, and local service providers for health, nutrition, or social services through press releases, newsletters, newspaper announcements, parent outreach coordinators, hotlines, and direct mail; assist families in transitioning to new schools if their current school is implementing the closure model by providing counseling or holding meetings specifically regarding their choices; or hold open houses or orientation activities specifically for students attending a new school if their prior school is implementing the closure model.
  - b. Rigorous Review of External Providers: Conduct the required rigorous review process to recruit, screen, and select any external providers that may be necessary to assist in planning for the implementation of an intervention model.

- c. Staffing: Recruit and hire the incoming principal, leadership team, instructional staff, and administrative support; or evaluate the strengths and areas of need of current staff.
- d. Instructional Programs: Provide remediation and enrichment to students in schools that will implement an intervention model at the start of the 2014-2015 school year through programs with evidence of raising achievement; identify and purchase instructional materials that are research-based, aligned with State academic standards, and have data-based evidence of raising student achievement; or compensate staff for instructional planning, such as examining student data, developing a curriculum that is aligned to State standards and aligned vertically from one grade level to another, collaborating within and across disciplines, and devising student assessments.
- e. Professional Development and Support: Train staff on the implementation of new or revised instructional programs and policies that are aligned with the school's comprehensive instructional plan and the school's intervention model; provide instructional support for returning staff members, such as classroom coaching, structured common planning time, mentoring, consultation with outside experts, and observations of classroom practice, that is aligned with the school's comprehensive instructional plan and the school's intervention model; or train staff on the new evaluation system and locally adopted competencies.

### **Budget Forms**

- 8. The LEA must complete the following
  - a. Budget Cover sheet,
  - b. Pre-implementation Budget forms
  - c. YR1 Budget forms
  - d. YR2 Budget forms
  - e. YR3 Budget forms
- 9. The budget forms should be prepared using excel file Cohort\_III\_SIG\_budget.xlsx.  
**Budget forms shown on pages 40- 44 are shown here for example purposes only.**
- 10. The budget form are designed to populate the forms with the fund names, function names, object names in accordance with the Mississippi Financial Accounting Manual.
- 11. LEAs are required to enter the Fund number, Function number, object number, location number, amount, description and page number where the budgeted item aligns with the plan.
- 12. Additional lines may be added to the budget for as needed.
- 13. The total budget for each year should not exceed the amount listed on the cover page.

COVER SHEET  
Mississippi Department of Education  
School Improvement Grant 1003(g)  
LEA Application  
2014-2015

<b>Section A</b>		The Cover Page is designed to populate certain fields* with your district information. Please verify the data in these fields.			
District Code	Please enter your district's MSIS code	9999			
District Name		<b>EXAMPLE SCHOOL DISTRICT</b>			
School Code	Please enter your school's MSIS code	02			
School Name		<b>EXAMPLE SCHOOL</b>			
NCES LEA ID	<a href="http://nces.ed.gov/ipeds/data/districtsearch/">http://nces.ed.gov/ipeds/data/districtsearch/</a>	2899999			
NCES School ID	<a href="http://nces.ed.gov/ipeds/data/schoolsearch/">http://nces.ed.gov/ipeds/data/schoolsearch/</a>	289999900999			
Name of District Contact		Dr. Sample			
Phone		601-999-9999			
Fax		601-999-9888			
E-Mail		<a href="mailto:sample@k12.ms.us">sample@k12.ms.us</a>			
District Address		124 Mystreet, Anytown, MS 39999			
Name of Superintendent (typed)					
<b>Section B - BUDGET SUMMARY</b>					
	Year 1 Budget		Year 2 Budget	Year 3 Budget	Three Year Total
	Pre-Implementation	Year 1- Full Implementation			
School Level Activities	\$ -	\$ -	\$ -	\$ -	\$ -
LEA - Level Activities	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Budget</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<p style="margin: 0;"><i>For MDE use only:</i></p> <p style="text-align: center; margin: 5px 0;">Mississippi Department of Education Approval</p> <p style="margin: 5px 0;">Linda C. Reeves, Bureau Director</p> <p style="margin: 5px 0;">Dr. Laura B. Jones, Bureau Manager</p> <p style="margin: 5px 0;">Date of Approval</p>					

**EXAMPLE** School District  
**EXAMPLE** School  
 School Improvement Grant 1003(g)  
 Pre-Implementation  
 Budget

Fund Number	Function	Function Name	Object	Object Name	Location	Approved Amount	Description	Aligns with Pg of Plan
2240	1120	Elementary Programs	111	Teachers and Professional Personnel	08	97,153.00	Full Time literacy teachers	
2240	1120	Elementary Programs	210	Group Health Insurance	08	21,615.00	Full Time literacy teacher benefits	
2240	1120	Elementary Programs	215	Group Life Insurance	08	1,000.00	Full Time literacy teacher benefits	
2240	1120	Elementary Programs	220	Social Security Contributions	08	7,432.20	Full Time literacy teacher benefits	
2240	1120	Elementary Programs	230	Retirement Contributions	08	14,815.83	Full Time literacy teacher benefits	
2240	1120	Elementary Programs	240	Unemployment Compensation	08	510.00	Full Time literacy teacher benefits	
2240	2210	Improvement of Instruction Services	114	Other Employees	01	50,000.00	School Improvement Officer	
2240	2210	Improvement of Instruction Services	210	Group Health Insurance	01	21,615.00	School Improvement Officer	
2240	2210	Improvement of Instruction Services	215	Group Life Insurance	01	1,000.00	School Improvement Officer benefits	
2240	2210	Improvement of Instruction Services	220	Social Security Contributions	01	7,432.20	School Improvement Officer benefits	
2240	2210	Improvement of Instruction Services	230	Retirement Contributions	01	14,815.83	School Improvement Officer benefits	
2240	2210	Improvement of Instruction Services	240	Unemployment Compensation	01	510.00	School Improvement Officer benefits	
2240	2210	Improvement of Instruction Services	330	Other Professional Services	08	150,000.00	Lead Partners	
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	01		THE INFORMATION SHOWN ABOVE IS FOR EXAMPLE PURPOSES ONLY.	
2240		#N/A		#N/A	08		APPLICANTS SHOULD COMPLETE THEIR BUDGETS USING THE EXCEL FILE:	
2240		#N/A		#N/A	08		Cohort_III_SIG_budget.xlsx	
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
				TOTAL		387,899.07		

EXAMPLE School District  
EXAMPLE School  
 School Improvement Grant 1003(g) Year 1 Budget

Fund Number	Function	Function Name	Object	Object Name	Location	Approved Amount	Description	Aligns with Pg of Plan
2240	1120	Elementary Programs	111	Teachers and Professional Personnel	08	97,153.00	Full Time literacy teachers	
2240	1120	Elementary Programs	210	Group Health Insurance	08	21,615.00	Full Time literacy teacher benefits	
2240	1120	Elementary Programs	215	Group Life Insurance	08	1,000.00	Full Time literacy teacher benefits	
2240	1120	Elementary Programs	220	Social Security Contributions	08	7,432.20	Full Time literacy teacher benefits	
2240	1120	Elementary Programs	230	Retirement Contributions	08	14,815.83	Full Time literacy teacher benefits	
2240	1120	Elementary Programs	240	Unemployment Compensation	08	510.00	Full Time literacy teacher benefits	
2240	2210	Improvement of Instruction Services	114	Other Employees	01	50,000.00	School Improvement Officer	
2240	2210	Improvement of Instruction Services	210	Group Health Insurance	01	21,615.00	School Improvement Officer	
2240	2210	Improvement of Instruction Services	215	Group Life Insurance	01	1,000.00	School Improvement Officer benefits	
2240	2210	Improvement of Instruction Services	220	Social Security Contributions	01	7,432.20	School Improvement Officer benefits	
2240	2210	Improvement of Instruction Services	230	Retirement Contributions	01	14,815.83	School Improvement Officer benefits	
2240	2210	Improvement of Instruction Services	240	Unemployment Compensation	01	510.00	School Improvement Officer benefits	
2240	2210	Improvement of Instruction Services	330	Other Professional Services	08	150,000.00	Lead Partners	
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08		THE INFORMATION SHOWN ABOVE IS FOR EXAMPLE PURPOSES ONLY.	
2240		#N/A		#N/A	01		APPLICANTS SHOULD COMPLETE THEIR BUDGETS USING THE EXCEL FILE:	
2240		#N/A		#N/A	08		Cohort_III_SIG_budget.xlsx	
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
2240		#N/A		#N/A	08			
				TOTAL		387,899.07		



**EXAMPLE** School District  
**EXAMPLE** School  
 School Improvement Grant 1003(g) Year 3 Budget

Fund Number	Function	Object	Location	Approved Amount	Description	Aligns with Pg of Plan	
2240	School Improvement Grant – 1003 (g)	1120 Elementary Programs	111 Teachers and Professional Personnel	08	97,153.00	Full Time literacy teachers	
2240	School Improvement Grant – 1003 (g)	1120 Elementary Programs	210 Group Health Insurance	08	21,615.00	Full Time literacy teacher benefits	
2240	School Improvement Grant – 1003 (g)	1120 Elementary Programs	215 Group Life Insurance	08	1,000.00	Full Time literacy teacher benefits	
2240	School Improvement Grant – 1003 (g)	1120 Elementary Programs	220 Social Security Contributions	08	7,432.20	Full Time literacy teacher benefits	
2240	School Improvement Grant – 1003 (g)	1120 Elementary Programs	230 Retirement Contributions	08	14,815.83	Full Time literacy teacher benefits	
2240	School Improvement Grant – 1003 (g)	1120 Elementary Programs	240 Unemployment Compensation	08	510.00	Full Time literacy teacher benefits	
2240	School Improvement Grant – 1003 (g)	2210 Improvement of Instruction Services	114 Other Employees	01	50,000.00	School Improvement Officer	
2240	School Improvement Grant – 1003 (g)	2210 Improvement of Instruction Services	210 Group Health Insurance	01	21,615.00	School Improvement Officer	
2240	School Improvement Grant – 1003 (g)	2210 Improvement of Instruction Services	215 Group Life Insurance	01	1,000.00	School Improvement Officer benefits	
2240	School Improvement Grant – 1003 (g)	2210 Improvement of Instruction Services	220 Social Security Contributions	01	7,432.20	School Improvement Officer benefits	
2240	School Improvement Grant – 1003 (g)	2210 Improvement of Instruction Services	230 Retirement Contributions	01	14,815.83	School Improvement Officer benefits	
2240	School Improvement Grant – 1003 (g)	2210 Improvement of Instruction Services	240 Unemployment Compensation	01	510.00	School Improvement Officer benefits	
2240	School Improvement Grant – 1003 (g)	2210 Improvement of Instruction Services	330 Other Professional Services	08	50,000.00	Lead Partners	
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	01			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
2240	School Improvement Grant – 1003 (g)	#N/A	#N/A	08			
			TOTAL		287,899.07		

THE INFORMATION SHOWN ABOVE IS FOR EXAMPLE PURPOSES ONLY.  
 APPLICANTS SHOULD COMPLETE THEIR BUDGETS USING THE EXCEL FILE:  
[Cohort\\_III\\_SIG\\_budget.xlsx](#)

## OTHER FEDERAL ASSURANCES AND CERTIFICATIONS

- The District will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all sub-awards at all tiers.
- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The district will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable:
  - 34 CFR Part 74 --Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations
  - 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600
  - 34 CFR Part 77 -- Definitions that Apply to Department Regulations
  - 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions
  - 34 CFR Part 81 – General Education Provisions Act—Enforcement
  - 34 CFR Part 82 -- New Restrictions on Lobbying
  - 34 CFR Part 85 – Government-wide Debarment and Suspension (Nonprocurement)

# PERFORMANCE FRAMEWORK DEFINITIONS

The Mississippi Department of Education is required to submit data for 18 metrics for each Tier I and Tier II school that implements one of the four required school intervention models and is served with SIG funds. For consistency in program evaluation, MDE is also requiring Tier III schools to comply with the same data request.

In the initial application, LEAs are required to submit baseline data for each school for the school year **prior** to the implementation of one of the intervention models, including the Tier III intervention model. LEAs must also propose annual targets for each subsequent year that the school implements the model.

After an LEA's application has been approved, and prior to an LEA receiving grant funds, the LEA and MDE will work together to finalize the LEA's proposed annual targets for the leading and achievement/lagging indicators of performance for *each* school. These indicators, and their definitions, are listed below.

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## METRICS DEFINED

**Metric 1—Intervention Model:** Identify the intervention model that the school is implementing – transformation, turnaround, or closure.

**Metric 2—AMO Status:** Identify the State Accountability label and indicate if growth was met or not met. *Source: NCLB Report Card*

**Metric 3—AMO Targets Met and Missed:** Identify by reading/language arts, mathematics, and other academic indicators whether **AMO** targets have been met or not met for each subgroup. *Source: NCLB Report Card*

**Metric 4—School Improvement Status: No longer applicable due to the ESEA flexibility waiver**

**Metric 5—Number of Minutes and Types of Increased Learning Time Offered:** This data group is the number of minutes that **all** students were required to be at school and any additional learning time (before school, after school, or summer school) for which all students had the opportunity to participate. School minutes are the total of all full school days and half school days and any increased learning time provided to all students in the school.

EXAMPLE: The regular school year for a school included 176 full school days and four half school days that all students were required to attend.

- The school is in an LEA where a full day is 390 minutes and a half day is 195 minutes.
- The school also provided 80 days of additional learning time for which all students had the opportunity to participate.
- The additional learning time lasted 90 minutes per day.
- The total minutes would be 76,620, calculated as follows:
  - 176 days multiplied by 390 minutes = 68,640 minutes
  - 4 days multiplied by 195 minutes = 780 minutes
  - 80 days multiplied by 90 minutes = 7,200 minutes
  - Add the results: 68,640 + 780 + 7,200 = **76,620 minutes**

*Increased learning time* is defined by the type of increased learning time that the school offered. The following types of increased learning times should be reported: longer school year, longer school day, before school, after school, summer school, weekend school.

*Source: School Data Reports*

**Metric 6—Proficiency on State Assessments:** Identify the percentage of students by each proficiency level on the State assessments for reading/language arts and mathematics by grade and by student subgroup.

Source: NCLB Report Card

**Metric 7—Student Participation Rate on State Assessments:** Identify by subgroup, the percentage of students who completed the reading/language arts and mathematics assessments.

Source: NCLB Report Card

**Metric 8—Average Scale Score:** Identify the average scale score of students by each proficiency level on the State assessments for reading/ language arts and mathematics, by grade and by student subgroup.

Source: School Data Reports

**Metric 9—Attainment of English Language Proficiency:** Identify the percentage of English Language students who attain English proficiency.

Source: School Data Reports

**Metric 10—Graduation Rate:** Identify the percentage of students graduating from high school.

Source: NCLB Report Card

**Metric 11 – Dropout Rate –** Identify the percentage of students who fail to graduate from high school with their cohort group. Source: NCLB Report Card

**Metric 12 – Student Attendance Rate –** Identify the number of school days during the regular school year students attended school divided by the maximum number of days students could have attended school during the school year. Source: NCLB Report Card

**Metric 13- Dual Enrollment and Advanced Coursework –** Schools will identify three data metrics for this indicator.

Source: School Data Reports

- **Advanced Coursework** is defined as the number of students who complete advanced placement or International Baccalaureate classes. Completing the advanced coursework means that the student finished the class either during the school year or in combination with summer school **and** received course credit in accordance with state or local requirements.
- **Dual Enrollment** refers to the number of high school students who complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.
- **Advanced Coursework and Dual Enrollment** is defined as the number of students who complete advanced coursework **AND** complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

**Metric 14 – College Enrollment Rates-** Identify the number and percentage of students who complete high school and enroll in postsecondary institutions. Source: School Data Reports

**Metric 15 – Discipline Rates-** Identify the number of incidents of discipline data during the baseline year. Source: School Data Reports

**Metric 16- Truants –** Identify the number and percentage of students with 5 or more unexcused absences. Source: School Data Reports

**Metric 17 – Distribution of Teachers by Performance Level –** Identify the percentage of teachers by overall performance level (unsatisfactory, needs improvement, meets standards, exemplary) on the LEA’s teacher evaluation instrument. Source: School Data Reports

**Metric 18 – Teacher Attendance Rates-** Identify the number of FTE days teachers worked divided by the maximum number of FTE teacher working days. A teacher is considered absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include

administratively approved leave for professional development, field trips or other off-campus activities with students. Source: School Data Reports

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**EVALUATING PROGRESS FOR RENEWAL:** MDE will make grant renewal decisions for each school based on whether the school has satisfied the following requirements in regards to its annual performance targets for leading and achievement/lagging indicators:

- *Leading Indicators*—A school must meet 5 of 9 leading indicator goals.
- *Achievement/lagging Indicators*—The school must also meet a minimum of 50% of applicable achievement indicators.

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

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## **METRICS BY CATEGORY**

### **Leading Indicators**

- Number of minutes within the school year and school day;
- Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
- Dropout rate;
- Student attendance rate;
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
- Discipline incidents;
- Truants;
- Distribution of teachers by performance level on an LEA’s teacher evaluation system; and
- Teacher attendance rate.

### **Achievement/Lagging Indicators**

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

School: \_\_\_\_\_

District: \_\_\_\_\_

## PERFORMANCE FRAMEWORK 3 YEAR GOALS

The Mississippi Department of Education is required to submit data for 18 metrics for each Priority school that implements one of the four required school intervention models and is served with SIG funds.

Schools are required to submit Baseline/Pre-data for the school year **prior** to the implementation of one of the four intervention models and for each subsequent year that the school implements the model. Since the baseline data is unavailable for the FY 2013-2014 school year at the time of the application.

### BASELINE DATA

- ❖ LEAs must print a copy of their Priority School Performance Framework from MS- SOARS which contains all data from the 2012-2013 school year as well as all available data for the 2013-2014 school year in lieu of entering baseline date within this document.

### 3 YEAR GOALS

Schools submitting an application for the School Improvement Grant should record their 3 year goals below:

- 3 Yr Goal - The goal to be achieved by the end of Year 3 of SIG implementation.
- Year 1 Goal - Goal for the end of year 1 implementation.
- Year 2 Goal - Goal for the end of year 2 implementation.
- Year 3 Goal - Goal for the end of year 3 implementation. **(Same as 3 Yr Goal)**

### METRIC 1 INTERVENTION MODEL

Identify the intervention model that the school is implementing - transformation, turnaround, restart, closure.

### METRIC 2 AMO STATUS

Identify the District and School's NCLB Adequate Yearly Progress (AMO) Status and indicate it growth was met or not met in reading/language arts, mathematics, and other academic indicators.

Was growth met or not met in the following areas	Reading/ Language Arts		Mathematics		Other Academic Indicators		State Accountability Rating	State Growth Status		QDI
	Not Met	Met	Not Met	Met	Not Met	Met	(notes)	Not Met	Met	(notes)
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal										
Year 1 – Goal FY 14-15										
Year 2 – Goal FY 15-16										
Year 3 – Goal FY 16-17										

### METRIC 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.

AYP State/Targets Mathematics	All Students			IEP			LEP			ED		
	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal												
Year 1 – Goal FY 14-15												
Year 2 – Goal FY 15-16												
Year 3 – Goal FY 16-17												

	Asian			Black			Hispanic			Native American			White		
	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal															
Year 1 – Goal FY 14-15															
Year 2 – Goal FY 15-16															
Year 3 – Goal FY 16-17															

AYP State/Targets Language Arts	All Students			IEP			LEP			ED		
	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal												
Year 1 – Goal FY 14-15												
Year 2 – Goal FY 15-16												
Year 3 – Goal FY 16-17												

	Asian			Black			Hispanic			Native American			White		
	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal															
Year 1 – Goal FY 14-15															
Year 2 – Goal FY 15-16															
Year 3 – Goal FY 16-17															

AYP State/Targets Other Academic Ind.	All Students			IEP			LEP			ED		
	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal												
Year 1 – Goal FY 14-15												
Year 2 – Goal FY 15-16												
Year 3 – Goal FY 16-17												

	Asian			Black			Hispanic			Native American			White		
	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A	Not Met	Met	N/A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal															
Year 1 – Goal FY 14-15															
Year 2 – Goal FY 15-16															
Year 3 – Goal FY 16-17															

**METRIC 4 SCHOOL IMPROVEMENT STATUS**

No longer applicable due to the ESEA flexibility waiver

**METRIC 5 NUMBER OF MINUTES AND TYPES OF INCREASED LEARNING TIME OFFERED**

EXAMPLE ONLY (results will vary for each school based on individual days and minutes):

The total minutes would be 78,780, calculated as follows:

- Full days: 176 days multiplied by 390 minutes = 68,640 minutes
- Partial days: 4 days multiplied by 195 minutes = 780 minutes
- Afterschool: 80 days multiplied by 90 minutes = 7,200 minutes
- Professional Learning Community: 60 minutes a week X 36 weeks = 2160 minutes
- Add the results: 68,640 + 780 + 7,200 + 2160 = **78,780 minutes**

**NOTE: Additional learning time for which all students had the opportunity to participate.**

Increased learning time is defined by the type of increased learning time that the school offered. The following types of increased learning times should be reported: longer school year, longer school day, before/after school, summer school, weekend school. Source: School Data Reports **EXCLUDES LUNCH PERIOD 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	❖										

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 1 - 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 2 - 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 3 - Actual											

Explain calculations (clearly describe how you reached this number)

## METRIC 6 PROFICIENCY ON STATE ASSESSMENTS

Identify the percentage (%) of students by each proficiency level (minimal, basic, proficient, advanced) on the State assessments for reading/language arts and mathematics by grade and by student subgroup.

Metric 6: Grade - 3

M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 6: Grade - 4

M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 6: Grade - 5  
M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 6: Grade - 6

M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 6: Grade - 7  
M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 6: Grade - 8

M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 6: Grade - High School  
M=minimal B=basic P=proficient A=advanced

Algebra I	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

English II	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Biology	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

US History	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

## METRIC 7 STUDENT PARTICIPATION RATE ON STATE ASSESSMENTS

Identify by subgroup, the percentage of students who completed the reading/language arts and mathematics assessments.

### Metric 7: Grade – 3

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									

### Metric 7: Grade – 4

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									

Metric 7: Grade – 5

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									

Metric 7: Grade – 6

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									

Metric 7: Grade – 7

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									

Metric 7: Grade – 8

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									

Metric 7: High School

English II	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Algebra I	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Biology	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
U.S. History	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									

## METRIC 8 AVERAGE SCALE SCORE

Identify the average scale score of students by each proficiency level on the State assessments for reading/ language arts and mathematics, by grade and by student subgroup.

Metric 8: Grade - 3

*M=minimal B=basic P=proficient A=advanced*

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Reading/Language Arts	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Mathematics	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 8: Grade - 4  
M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Reading/Language Arts	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Mathematics	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 8: Grade - 5

M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Reading/Language Arts	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Mathematics	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 8: Grade - 6  
M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Reading/Language Arts	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Mathematics	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 8: Grade - 7

M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Reading/Language Arts	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Mathematics	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 8: Grade - 8  
M=minimal B=basic P=proficient A=advanced

Reading/Language Arts	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Reading/Language Arts	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Mathematics	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Mathematics	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 8: Grade – High School  
*M=minimal B=basic P=proficient A=advanced*

English II	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

English II	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Algebra I	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Algebra I	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

Metric 8: High School  
M=minimal B=basic P=proficient A=advanced

Biology	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

Biology	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

US History	All				IEP				LEP				ED			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																
Year 1 – Goal FY 14-15																
Year 2 – Goal FY 15-16																
Year 3 – Goal FY 16-17																

US History	Asian				Black				Hispanic				Native American				White			
	M	B	P	A	M	B	P	A	M	B	P	A	M	B	P	A	M	P	B	A
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
3 Yr Goal																				
Year 1 – Goal																				
Year 2 – Goal																				
Year 3 – Goal																				

**METRIC 9 ATTAINMENT OF ENGLISH LANGUAGE PROFICIENCY**

Identify the percentage of English Language students who attain English proficiency. (Refer to Mississippi guidelines for ELL; link is on the MS Star dashboard under Other Documents.)

	Percentage of ELL students who attain English proficiency	N/A
Baseline/Pre-data	❖	
3 Yr Goal		
Year 1 – Goal FY 14-15		
Year 2 – Goal FY 15-16		
Year 3 – Goal FY 16-17		

**METRIC 10 GRADUATION RATE**

Identify the percentage of students graduating from high school (4 Year NCLB Graduation Rate).

	Percentage of students graduating from High School (4 year NCLB Graduation Rate)	N/A
Baseline/Pre-data	❖	
3 Yr Goal		
Year 1 – Goal FY 14-15		
Year 2 – Goal FY 15-16		
Year 3 – Goal FY 16-17		

**METRIC 11 DROPOUT RATE**

Identify the percentage of students who fail to graduate from high school with their cohort group.

	Percentage of students who fail to graduate from High School with their cohort group	N/A
Baseline/Pre-data	❖	
3 Yr Goal		
Year 1 – Goal FY 14-15		
Year 2 – Goal FY 15-16		
Year 3 – Goal FY 16-17		

**METRIC 12 STUDENT ATTENDANCE RATE**

Identify the attendance rate. (Schools should attain data from MSIS.)

	Attendance Rate
Baseline/Pre-data	❖
3 Yr Goal	
Year 1 – Goal FY 14-15	
Year 2 – Goal FY 15-16	
Year 3 – Goal FY 16-17	

## 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%
Baseline/Pre-data	❖	❖	❖	❖	❖	❖
3 Yr Goal						
Year 1 – Goal FY 14-15						
Year 2 – Goal FY 15-16						
Year 3 – Goal FY 16-17						

**METRIC 14 COLLEGE ENROLLMENT RATES**

Identify the number and percentage of students who complete high school and enroll in post-secondary institutions.

	Number and percentage of students who completed high school and enrolled in postsecondary institutions	
	Number#	Percentage%
Baseline/Pre-data	❖	❖
3 Yr Goal		
Year 1 – Goal FY 14-15		
Year 2 – Goal FY 15-16		
Year 3 – Goal FY 16-17		

**METRIC 15 DISCIPLINE RATES**

Identify the number of incidents of discipline data.

Discipline Rates	Weapons Offenses	Drug Offenses	Assaults / Fights	Bullying / Harassment	Thefts	Non-Violent Offenses
Baseline/Pre-data	❖	❖	❖	❖	❖	❖
3 Yr Goal						
Year 1 – Goal FY 14-15						
Year 2 – Goal FY 15-16						
Year 3 – Goal FY 16-17						

**METRIC 16 TRUANTS**

Identify the number and percentage of of teachers. Identify the labels used in

	Number and	
	Number#	Percentage%
Baseline/Pre-data	❖	❖
3 Yr Goal		
Year 1 – Goal FY 14-15		
Year 2 – Goal FY 15-16		
Year 3 – Goal FY 16-17		

**METRIC 17 DISTRIBUTION OF TEACHERS BY PERFORMANCE LEVEL**

Identify **number** of teachers. Identify the labels used in the district’s evaluation system (e.g., unsatisfactory, needs improvement, meets standards, exemplary) on the LEA’s teacher evaluation instrument and report the distribution of teachers and principals by performance levels.

Performance levels should be one of the following: Unsatisfactory, Needs Improvement, Meets Standards, Exemplary

Performance Levels used for the Teacher Evaluations	Level 1 - Number of teachers rated as (Lowest Performing) Unsatisfactory	Level 2 - Number of teachers rated as Needs Improvement	Level 3 - Number of teachers rated as Meets Standards	Level 4 - Number of teachers rated as (Highest Performing) Exemplary
Baseline/Pre-data	❖	❖	❖	❖
3 Yr Goal				
Year 1 – Goal FY 14-15				
Year 2 – Goal FY 15-16				
Year 3 – Goal FY 16-17				

**METRIC 18 TEACHER ATTENDANCE RATES**

Identify the number of FTE days teachers worked divided by the maximum **number** of FTE teacher working days. (A teacher is considered absent if he or she is not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.)

	Teacher Attendance Rates
Baseline/Pre-data	❖
3 Yr Goal	
Year 1 – Goal FY 14-15	
Year 2 – Goal FY 15-16	
Year 3 – Goal FY 16-17	