

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



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

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

Issue Date: March 27, 2017

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INSTRUCTIONS

Overview of the School Improvement Grant Application

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

Overview of LEA Application Toolkit

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

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

APPLICATION PROCESS AND TIMELINE

The School Improvement Grant application process is as follows:

- *Application Released*—MDE will release the final LEA application upon approval of the application by the U.S. Department of Education.
- *Informational Webinar*—MDE will host an informational webinar for school board members, superintendents, principals, and other district leaders of eligible LEAs of the School Improvement Grant funding opportunity and grant requirements.
- *School Improvement Grant Requirements and LEA SIG Application Training*—MDE will provide training to LEAs on the SIG requirements and the LEA Application.
- The ***Intent to Submit Proposal Form*** is due on **Friday, April 7, 2017**. Failure to submit the form will not prevent applicants from submitting proposals in response to the Request for Proposals. **However, given the source of the funds supporting this competition, each superintendent of eligible schools is asked to submit a letter of intent for documentation.** The intent to submit proposal should be sent via email to Sonja Robertson at SIG@mde.k12.org
- *Needs Assessment*—Before submitting a proposal, LEAs must ensure that the required needs assessment has been conducted by summarizing and attaching the needs assessment information from the Mississippi Comprehensive Automated Performance-Based System (MCAPS), the online tool used to complete the Consolidated Federal Programs Application.
- *Application Submission*— The LEA must submit five (5) typed applications and five (5) electronic copies saved individually to a CD or a USB Flash drive in “read only” PDF format. Each CD or USB Flash drive must be clearly labeled to indicate the district name, application name, and the due date of the application. By submitting each CD or USB Flash drive, the district is assuring that the information contained in the application and the electronic version are one in the same and the MDE may use either for evaluation purposes. The LEA must submit the application by 3:30 P.M., **Monday, May 8, 2017**, to the following address:

Deliver Proposals to:

Lorraine Wince
Office of Procurement
Mississippi Department of Education
FY 2015/2016 School Improvement Grant
Central High School Building, Suite 307
359 North West Street
Jackson, MS 39201
(DO NOT OPEN)

Mail Proposals to:

Lorraine Wince

Office of Procurement
Mississippi Department of Education
FY 2015/2016 School Improvement Grant
Post Office Box 771
Jackson, MS 39201-0771
(DO NOT OPEN)

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

Lorraine Wince
Office of Procurement
Mississippi Department of Education
FY 2015/2016 School Improvement Grant
359 North West Street
Jackson, MS 39201
(DO NOT OPEN)

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

This grant process will align with the following timeline:

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

RESPONSIBILITY OF THE APPLICANT

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

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

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

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

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

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

QUESTIONS

Questions concerning the RFP should be sent to SIG@mdek12.org. The deadline for submitting **written** questions by email is **April 7, 2017**. Responses will be provided **only to written questions**. Copies of all questions submitted and responses will be posted to MDE's website under the Public Notice section and the Office of School Improvement homepage: <http://www.mdek12.org/OSI> which will be available to the general public on **April 14, 2017**. **No individual responses will be sent.**

ACCEPTANCE OF PROPOSALS

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

REJECTION OF PROPOSALS

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

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

Flash Drives in a PDF format;

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

DISPOSITION OF PROPOSALS

All proposals become the property of the State of Mississippi.

CRITERIA FOR EVALUATION OF PROPOSALS

Proposals submitted by the specified time in the specified format and containing the parts described in the application process and timeline section shall be evaluated by an Evaluation Committee selected by the MDE. Evaluation will be according to the FY 2015/FY2016 1003(g) School Improvement Grant (SIG) RFP Rubric which will be released at the same time as this application.

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

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

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

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

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

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

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

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

DISTRICT: _____

ADDRESS: _____

PHONE NUMBER: _____

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

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

If the response is no, please provide explanation: _____

SUPERINTENDENT'S SIGNATURE: _____

DATE OF SUBMISSION: _____

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

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

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

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

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

COVER PAGE

District Name: North Panola School District

District State Code: 5411

District NCES Identification Code: 2803212

Address: 470 Highway 51 North, Sardis, MS 38666

District Contact: Dr. Wilner Bolden, III

Phone: (662) 487-2305

Email: wbolden@northpanolaschools.org

Fax: (662) 487-2050

School(s) Served— Official School Name and School Code:	NCES Identification Code:	Intervention Model:	Total Allocation Request:
North Panola Junior High	280321001339	Transformation	\$916,500
		Select one...	
		Select one...	
		Select one...	
		Select one...	
		Select one...	

LEA-Level Allocation Request


TOTAL LEA REQUEST

\$916,500

For MDE use only

Date Received: May 8, 2017

Mississippi Department of Education Approval



Executive Director, OSI



APPROVED

Bureau Director, OSI

JUL 26 2017

COVER PAGE

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



Authorized Representative Signature

Date

FY2015/FY2016 1003(g) CHECKLIST

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

District: North Panola School District

School: North Panola Junior High Intervention

Model: Transformation

Item	For LEA use	For MDE use
Cover Page* Five (5) CDs or five (5) USB Flash Drives (5) Copies of the completed paper application	<input checked="" type="checkbox"/> Completed and attached. <input checked="" type="checkbox"/> CDs or USB Flash Drives with saved PDF copy of completed proposal included and each one labeled. <input checked="" type="checkbox"/> Copies of the complete Application	<input type="checkbox"/> Completed and attached. <input type="checkbox"/> Not completed or not attached.
LEA Assurances* <i>Include all pages 12-17</i>	<input checked="" type="checkbox"/> Signed copy attached.	<input type="checkbox"/> Signed copy attached. <input type="checkbox"/> Copy not signed or not attached.
LEA Plan Overview* <i>Complete and attach identical copy of the LEA Plan Overview for each applicant school.</i>	<input checked="" type="checkbox"/> Copy attached.	<input type="checkbox"/> Copy attached. <input type="checkbox"/> Copy not attached.
School Proposal* <i>Complete and attach a unique School Proposal for each applicant school.</i>	<input checked="" type="checkbox"/> Unique proposal attached.	<input type="checkbox"/> Unique proposal attached. <input type="checkbox"/> Attached proposal is not unique (for a different school). <input type="checkbox"/> Proposal not attached.
Appendices† <i>Complete and attach the checklist of appendices within the LEA Application. Also, attach all relevant appendices in the order appearing on the checklist.</i>	<input checked="" type="checkbox"/> Checklist completed and attached. <input checked="" type="checkbox"/> All relevant appendices attached.	<input type="checkbox"/> Checklist completed and attached. <input type="checkbox"/> All relevant appendices attached. <input type="checkbox"/> Some or all appendices are missing.
SIG Budgets* <i>Complete and attach the SIG Budget pages for each applicant school.</i>	<input checked="" type="checkbox"/> Completed and attached.	<input type="checkbox"/> All budget pages completed and attached and relevant. <input type="checkbox"/> Missing one or more budget years. <input type="checkbox"/> Budget pages attached do not correspond to school proposal.
FY2015/FY2016 1003(g) Checklist	<input checked="" type="checkbox"/> Completed and attached.	<input type="checkbox"/> Completed and attached.
FOR MDE USE ONLY Notes: _____ _____ _____		

LEA ASSURANCES

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

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

School Improvement Grant (SIG) 1003(g) Assurances

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

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

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

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

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

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

State Assurances and Other Federal Assurances:

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

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

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

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

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

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

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

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

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

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

Changes

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

Independent Grantee

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

Termination

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

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

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

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

Access to Records

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

Laws

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

Legal Authority

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

Equal Opportunity Employer

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

Copyrights

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

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

Personnel

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

Assignment

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

Availability of Funds

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

Mississippi Ethics

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

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

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

Cedric Richardson

Superintendent (Typed Name, and Signature)

Date

VERNA L. HUNTER
Chris Fairlee

LEA Board President (Typed Name, and Signature)

Date

Dr. Wilner Bolden III

Federal Programs Coordinator (Typed Name, and Signature)

Date

Levette Upshaw

Business Manager (Typed Name, and Signature)

Date

Include all pages 12-17 in application.

LEA PLAN OVERVIEW

PART I: INTRODUCTION

A. Descriptive Information about the Eligible Schools

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

SCHOOL NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-2016 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority School</i>	<i>A – F</i>	<i>Turnaround</i>
North Panola Junior High	5411-006	2803210-280321001339	Priority	F	Transformation
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...
			Select one...	Select one...	Select one...

B. Consultation with Stakeholders

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

In March 2017, the North Panola School District received notification that one of its schools was identified as Priority. Immediately upon receipt of the designation, the superintendent and his leadership team met to discuss the possibility of pursuing grant funding for implementing a comprehensive intervention model to address school needs. As the team reached a consensus to pursue SIG funding, the district leadership team members developed a plan to engage the Board, staff, parents, and the community. This team determined to transition key district personnel to a subcommittee to serve as the District Implementation Team. The District Implementation team then collaborated with the superintendent on a roll out of informational meetings to make the community and families aware of SIG, what it is, the intervention models, and the district's intent to apply. The District Implementation team met with school staff to discuss the opportunity and gather their input and support for this effort. The Superintendent held his first session with the North Panola School Board during its regularly scheduled meeting in April to appraise members and the public of the grant

opportunity, answer questions they had regarding the opportunity, how NPJH qualified for the funding, and to get their input as well as consent to move forward in applying. After this meeting, the district implementation team devised a plan to garner buy in, collect input, and answer any questions the community had in relation to the grant opportunity as well as school improvement efforts.

The district is divided into three communities, one representative of each elementary school. The community meeting for SIG was held in one of the more populous areas of the district. The superintendent and a district implementation team member attended the MDE training sessions and shared with district and school staff upon return. Subsequent planning meetings have also been held and feedback was collected through the annual parent survey in April. The district implementation team studied the feedback gathered across the various meetings and used it as a foundation for structuring this application to meet the needs of the students, staff, and community of NPJH.

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

C. Disclosure of External Party Application Assistance

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

1. Grant-Writing Team

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

Mr. Cedric Richardson, Superintendent; Dr. Wilner Bolden, Deputy Superintendent and Director for Federal Programs; Mr. Michael Britt, Director for Accreditation and Accountability; and, Mr. Jamone Edwards, Assistant Superintendent for Secondary Schools

2. External Parties Involved in Grant Writing

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

☐ YES

☒ NO

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

External Party	Role in Application Development

PART II: DISTRICT LEADERSHIP

A. District Governance

1. Policy Analysis and Timeline

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

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

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
time ✓ Administrative personnel time schedules ✓ Instructional personnel time schedules	<p>each school in the district. This policy does not create a barrier to reform.</p> <p>Policy IDCA and Policy AEBA – Extended School Year/Summer School – This school board shall maintain and operate all of the schools under its control for such length of time during the year as may be required. This policy does not create a barrier to reform.</p> <p>Policy AF – School Day – It shall be the policy of this school district to provide sufficient instructional time to give students the opportunity to master specific learning objectives at all instructional levels. The number of hours of actual teaching which shall constitute a school day shall be determined and fixed by the school board of this school district at not less than 5-1/2 hours. This policy does not constitute a barrier to reform.</p> <p>The students arrival and departure time is determined by the actual schedules at each school. For the 2017-2018 school year the actual class schedule for North Panola Junior High School will begin at 7:50 a.m. and conclude at 2:52. Therefore, arrival times for students will be from 7:15 a.m. until 7:45 a.m. and the departure times will be from 2:52 p.m. until 3:02 p.m. This policy does not create a barrier to reform.</p> <p>Policy CGPB – Principals and other [professional employees shall be on duty the number of days shown on the face of their current employment contract less and accept those days granted by the board for illness, personal business, earned vacations and emergencies. This policy does not create a barrier to reform.</p> <p>Policy GBRB – Professional Personnel Time Schedule</p>		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>(Length of Day) – The work day shall be set within the legal parameters with consideration of the instruction and activity schedules established by the principals. Except when carrying out assignments of the principal, teachers are expected to remain at school or on duty during the designated hours. It is expected that all teachers remain at school Monday – Thursday as follows: Elementary – 3:30 p.m. Secondary – 3:45 p.m. Time is provided at the end of each school day for instructional preparation, planning and conferences. Principals are expected to be on duty from 7:15 a.m. to 4:00 p.m. daily. This policy does not create a barrier to reform.</p>		
<u>Curriculum:</u> ✓ Curriculum development ✓ Summer school programs	<p>Policy IC – Curriculum Development – The school board directs the superintendent to provide a curriculum that meets the academic needs of all children in the school district. This policy does not create a barrier to reform.</p> <p>Policy ICB – Curriculum Development Planning – The State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such program in the public schools as part of the State Program of Educational Accountability of Performance. The North Panola School District has elected to adopt the instructional program and management system provided by the state. This policy does not create a barrier to reform.</p> <p>Policy IDCA – Extended School Year/Summer School – The school board shall maintain and operate all of the schools under its control for such length of time during the year as may be required. This policy does not create a barrier to reform.</p>	<p>The policies do not create a barrier to reform; therefore, no amendment is necessary.</p> <p>Note: Policies for the North Panola School District were revised in 2010 to eliminate any barriers that would impede the implementation of the Transformation Intervention model.</p>	N/A

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<u>Instruction:</u> ✓ Instructional programs ✓ Multi-tiered system of supports ✓ Class size ✓ Grading ✓ Assessment ✓ Use of test results ✓ Lesson plans	<p>Policy ID – Instructional Program Management – The district shall maintain an Instructional Management Plan/System that describes the instructional model, strategies, activities, and other efforts that the district takes in order to achieve instructional success with regard to state and federal accountability models. The document will outline the district’s efforts to strategically link curriculum, instruction, and assessment. Therefore, the district adheres to the Common Core State Standards, the Mississippi Curriculum Frameworks, and the Career and Technical Education curricula. Consequently, the district shall adhere to all of the standards, competencies, and objectives found therein. Included in the instructional program is the 3-Tier Instructional model to ensure that behavioral and academic needs of every child are met. The model consists of three (3) tiers of instruction:</p> <ul style="list-style-type: none"> • Tier 1: Quality classroom instruction based on the Common Core State Standards • Tier 2: Focused supplemental instruction • Tier 3: Intensive interventions specifically designed to meet the individual needs of the students <p>This policy does not create a barrier to reform.</p> <p>Policy IEC – Class Size/Enrollment Requirements – The Board’s intent is to allocate staff in a manner that will be educationally sound, instructionally appropriate, and fiscally responsible. Conditions which impact class size decisions include, facility, or supply constraints; funding and financial crises; availability of licensed staff; curriculum and instructional considerations; and, student enrollment and demographics. This policy does not</p>	<p>The policies do not create a barrier to reform; therefore, no amendment is necessary.</p> <p>Note: Policies for the North Panola School District were revised in 2010 to eliminate any barriers that would impede the implementation of the Transformation Intervention model.</p>	N/A

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>create a barrier to reform.</p> <p>Policy IHA – Grading System – Students must demonstrate mastery of content required for each grade/course. Content for courses in grades K-12 is determined by objectives listed in the Mississippi College and Career Readiness Standards and the Mississippi Curriculum Frameworks. The grading scale for secondary schools (6-12) is as follows:</p> <p>A – 90-100</p> <p>B – 80-89</p> <p>C – 70-79</p> <p>D – 60-69</p> <p>F – Below 60</p> <p>Secodary schools nine week averages will be calculated/weighted as follows:</p> <p>Daily grades – 40%</p> <p>Weekly tests – 20%</p> <p>Homework – 20%</p> <p>Nine Weeks Tests – 20%</p> <p>This policy does not create a barrier to reform.</p> <p>Policy II – Testing Program – The school board shall periodically assess students performance and achievement in each school. Such assessment programs must be based upon local goals and objectives which are compatible with the state’s plan for education and which supplement the minimum performance standards approved by the state board of education. Data from district testing programs shall be provided to the state</p>		

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>department of education when such data is required in order to evaluate specific instructional programs or processes or when the data is needed for other research or evaluation projects. This policy does not create a barrier to reform.</p> <p>Policy GBRB – Professional Personnel Time Schedule (Length of Work Day) – Time is provided at the end of each day for instructional planning and preparation. Teachers are required to plan lessons for instruction and submit lesson plans to their administrator weekly for review.</p>		
<u>Employment (Hiring):</u> ✓ Administrative personnel hiring ✓ Teacher/other staff hiring	Policy CGD – Administrative Personnel Hiring – The school board shall have the power and authority to select all school district personnel in the manner prescribed by law, and to provide for such employee fringe benefit programs, including accident reimbursement plans, as may be deemed necessary and appropriate by law. The superintendent of the school district shall have the power, authority and duty to enter into contracts in the manner provided by law for each assistant superintendent, principal and teacher of the public schools under his supervision, after such assistant superintendent, principal and teachers have been selected and approved in the manner provided by law. This policy does not create a barrier to reform.	No changes needed	N/A
<u>Employment (Compensation):</u> ✓ Administrative and teacher compensation guides	Policy CGA – Administrative Personnel Compensation Guides and Contracts – It is the policy of this board to pay its administrators at a level which will attract and hold people with administrative ability who can exercise professional leadership in the school system. This policy does not create a barrier to reform. Policy GBA – Professional Personnel Compensation	Note: The policy was revised when our high school received the SIG Grant in 2010, however, since AYP is no longer a part of the formula a revision will be necessary in reference to professional personnel compensation in regards to the SIG grant.	July 2017

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

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> ✓ Administrative/supervisory personnel ✓ Organization charts ✓ Instructional personnel—others 	<p>promotion. The process of administrative promotion shall be free from pressures considered detrimental to the best conduct of the schools.</p> <p>Policy CC – Organizational Charts – The effective operation of schools in the district requires an organizational structure, effective administrative leadership at every level of responsibility, decision-making at the point in the structure where the decision can most effectively be made, the communication between individuals affected by decisions made.</p> <p>Policy GBJ – Professional Personnel Promotions – Professional personnel shall be promoted on their own merit by the superintendent.</p> <p>Although all employees are encouraged to pursue advanced degrees and higher certifications there is no policy that addresses a career ladder for professional development.</p>	<p>Note: Policies for the North Panola School District were revised in 2010 to eliminate any barriers that would impede the implementation of the Transformation Intervention model.</p>	
<u>Employment (Evaluation):</u> <ul style="list-style-type: none"> ✓ Administrative personnel evaluation ✓ Teacher/staff evaluation 	<p>Policy CGI – Administrative Personnel Evaluation – Administrative personnel shall be evaluated annually. As part of his/her duties the superintendent shall visit the schools of his/her district at his/her discretion, and require the assistant superintendents, principals and teachers thereof to perform their duties as prescribed by law. This policy does not create a barrier to reform.</p> <p>Policy GBI – Evaluation of Professional Employees – The evaluation of professional employees shall be in the form and manner prescribed by the State Department of Education. The school board of this district directs the superintendent to formulate and implement a formal annual performance appraisal system based on job</p>	No changes needed	N/A

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<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	descriptions and on-the-job performance of every professional employee. This policy does not create a barrier to reform.		
<u>Employment (Termination):</u> ✓ Personnel— suspension ✓ Administrative personnel separation and dismissal ✓ Teacher/ staff separation and dismissal	<p>Policy GBK – Professional Personnel Suspension/Dismissal – If any licensed employee shall arbitrarily or willfully breach his or her contract and abandon his or her employment without being released therefrom as provided in Section 37-9-55, the contract of such shall be null and void. For incompetence, neglect of duty, immoral conduct, intemperance, brutal treatment of a pupil or other good cause the superintendent of this school district may dismiss or suspend any licensed employee. This policy does not create a barrier to reform.</p> <p>Policy CGM – Administrative Personnel Separation – It shall be the policy of this school district to provide the highest quality of education for the students enrolled in the schools of this district. In order to achieve this goal, it is recognized that it is necessary, from time to time, to release from future employment principals and other administrative personnel where their performance fails to meet the standards established by the State Department of Education and/or this board or where their services are no longer needed. This policy does not create a barrier to reform.</p> <p>Policy GBN – Professional Personnel Separation/Nonrenewal – It is recognized by this school district that it is necessary, from time to time, to release from future employment licensed personnel where their performance fails to meet the standards established by the State Department of Education and/or this board or where their services are no longer needed. It is the</p>	No changes needed to policies as they do not create a barrier to reform	N/A

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

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
<ul style="list-style-type: none"> ✓ Truancy ✓ Student involvement in decision-making ✓ Student conduct 	<p>students are to gain maximum benefit from the school district's instructional program. The school board thusly directs the superintendent to develop administrative regulations governing tardiness and absences (excused and non-excused). A full day attendance requires a student to be present 63% of his or her individual instructional day as fixed by the local board for each individual school. This policy does not create a barrier to reform.</p> <p>Policy JBAC – Truancy –A “truant” is a student who is absent without a valid excuse as identified in Policy JBA, Compulsory School Attendance. “truancy” also includes absence without permission from any class, study hall or school-related activity for which a student is scheduled during the day. Disciplinary action shall be taken against students who are truant. Continued truancy may lead to academic failure, placement in the alternative school program and/or suspension or expulsion from the regular and/or alternative school. Reports of truancy shall be made in accordance with the Mississippi Compulsory School Attendance Law. The policy does not create a barrier to reform.</p> <p>No policy exists for student involvement in decision-making but this does not create a barrier to reform.</p> <p>Policy JCA – Student Conduct – The administration of the North Panola School District is based on the theory that junior and senior high students are young ladies and young gentlemen and, as such, should be capable of conducting themselves in accordance with accepted standards of conduct. Every students is expected at all times to keep in mind that his/her conduct should not interfere with others, rather that it should be an example</p>		

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

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

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>within 30 days or the written decision</p> <p>Policy KM – Visitors to the Schools – All visitors to the schools shall report immediately to the school office, sign in and obtain a visitor's badge so that visitors can be readily identified by school personnel. Exceptions to this requirement are when visitors are attending general school function such as a pep rally, assembly program, atheletic event, etc. Unauthorized persons shall not be permitted in school buildings or on school grounds. School principals are authorized to take appropriate action to prevent such persons from entering building or from loitering on grounds, Such persons will be prosecuted to the full extent of the law.</p> <p>The policy includes Prtcedures for School Visitation; Pupil Visitation and Classroom Visitation.</p>		

2. School Board Approval

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

3. External Provider (Educational Consultant) Contracting Process

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

a) Recruitment of External Providers

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

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

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

previous clients, etc.

b) Model Request for Proposal

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

☒ YES

☐ NO

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

c) Screening, Evaluating, and Selecting External Providers

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

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

Actions to Take	Parties Responsible	Timeline
Step 1: Putting together a selection team <ul style="list-style-type: none">Establish a selection teamDecide what role various team members will have on the selection teamDecide what input other key stakeholders who are not on the selection team will have	NPSD Superintendent	June 2017
Step 2: Writing the RFP <ul style="list-style-type: none">Identify the most pressing needsIdentify the budget, timeline, and logistical concernsIdentify the expected outcomesIdentify the services	Superintendent NPSD Board of Trustees District Turnaround Officer District Leadership Team	July 2017

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

<ul style="list-style-type: none"> • Determine Contract Length • Determine Outcomes and Evaluation Measures 		
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If the LEA has interview protocols or evaluation rubrics, attach these in Appendix C. An example of an interview protocol can be found in the LEA Application Toolkit.

d) Model Memorandum of Understanding

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

☒ YES

☐ NO

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

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

B. District Capacity for Selected Interventions

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

1. Experience Successfully Managing and Implementing Competitive Grants

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

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

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

In 2010, the District received a School Improvement Grant totaling \$2,071,774.06 for North Panola High School. During implementation, the district continued making progress in student achievement. Results have been sustained to date with the school maintaining a C accountability rating both with and without the ESEA flexibility waiver. The district's graduation

rate improved over the course of the grant from 49.10% before SIG to 75%. The district was also one of the few schools that actually met all criteria to exit priority status at the conclusion of the grant.

2. District Leadership on SIG

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

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

3. LEA Role in Supporting and Monitoring Implementation

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

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

that will lead to accomplishing the Board's vision. The building leaders, in turn, meet with their staff to repeat this process. Administrators and teachers collaborate to set student performance goals for teachers. Each level of review establishes outcomes and measures to determine implementation status toward attaining the goals for student achievement, thus leading to an A rated district with all A rated schools. Progress within the district is measured quarterly after each district benchmark assessment to determine if the school is on track to meet its goals.

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

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

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

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

In addition to the district transformation office, the district feels that it will be critical to have a

standardized process in place for frequently collecting, monitoring, and responding to data. A central role to this process will be the data specialist who will be responsible for tracking all data points relative to SIG, including expenditure of funds. Therefore, this resource will be created to support the District Turnaround Officer who will continue being funded through District maintenance; however, the data specialist will be a SIG funded position.

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

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

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

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

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

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

Mr. Cedric Richardson, Superintendent of Education, has successful, demonstrated experience in turnaround. As superintendent, he led North Panola School District to its first ever C accountability rating. As the former principal of Holly Springs High School, Mr. Richardson led the school from an At Risk of Failing label to a High Performing School in four years, increasing the QDI from 117 to 190. The school was also identified as a Title I Distinguished school in 2013 while under his leadership. Graduation rate improved to 85.1%. He served as the Director for Curriculum and Student Interventions from July 2013 to June 2014 until when he transitioned to the superintendent's position in North Panola.

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

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

Mr. Michael Britt, Director for Accreditation and Accountability, is currently serving as one of the interim principals. Using data collected during the 3rd nine weeks benchmark, every grade is projected to score higher in the proficiency category. Mr. Britt has worked with NPJH on changing the culture and climate. Since he's been serving as interim, suspensions have decreased and teacher attendance has improved. Previously, Mr. Britt served as principal at Crenshaw Elementary School from October 31, 2007 until June 30, 2010. During his tenure there the school's QDI (Quality Distribution Index) improved from a pilot score of 78 for the 2007-2008 school year to 88 for the 2008-2009 school year. For the 2009-2010 school year the

QDI increased to 140. The school missed attaining a "successful" status by a mere -.0001 on the growth model. If "growth" had been a "0" or a positive value the school would have attained a "successful" status. As the Director of Accreditation and Accountability, Mr. Britt was tasked with clearing any findings to bring the district into compliance with accreditation standards.

5. History of Conservatorship and/or Failing Schools

Is the LEA currently under conservatorship?

☐ YES

☒ NO

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

☒ YES

☐ NO

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

☐ YES

☒ NO

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

6. Schedule of Findings and Questioned Costs

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

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

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

8. Previous SIG Experience

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

☒ YES

☐ NO

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

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

2010-2011-- \$790,586.12

2011-2012--\$711,535.90

2012-2013-- \$569,652.04

C. Sustainability

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

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

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

The district will also capitalize on its internal resources to build human capital. As consultants are working with staff, instructional leaders and instructional coaches will engage directly in

the support so that they can hone the skills necessary to carry on the work during and after SIG.

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

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

Understanding that SIG funds are only awarded for four years, the district has strategically built a plan in which we capitalize on our human resources and invest in programs with high impact but minimal cost. Thus, the district's mindset was to gradually reduce the district's reliance on SIG funds. Instead, we used the funds to give us a boost in areas in which our resources were extremely limited. In year 3 of implementation, the Academic Interventionist will be transitioned to a Title I position. The data specialist position will be integral to the sustainment of our reform, not just at NPJH but districtwide. Therefore, the district is making budgetary plans to begin absorbing the full cost of the position after grant funds end.

Lastly, the work around shifting our culture and changing our climate with the Capturing Kids Hearts Program will be sustained while the grant is within full implementation, as we only secured the services the first two years. Once teachers and students begin to focus on the fostered relationship and see that we are all one community, we are confident that there will be a shift in thinking that will lead to long lasting results.

SCHOOL PROPOSAL

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

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

PART I: INTRODUCTION

To be completed regardless of intervention model selected.

A. Descriptive Information about the Eligible School

1. School Information

Complete the chart below.

NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-16 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority</i>	<i>A-F</i>	<i>Turnaround</i>
North Panola Junior High	5411-006	2803210-280321001339	Priority School	F	Transformation

2. Total Number of Grant Years

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

- Total Number of Years: 4
- Number of Planning Years: .1
- Number of Full Implementation Years: 3
- Number of Sustainability Years: 1

B. Alignment with the Needs Assessment

1. Comprehensive Needs Assessment

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

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

Dimension	Areas of Improvement /Priority Needs	Data/Evidence to Support Identification of Priority Needs																																
Student Achievement	<p>Over the past couple of years, NPJH has experienced a decline in student achievement, thus dropping from a C rating in 2014 without the ESEA flexibility waiver to an F accountability rating in 2016. Although a change in state standards and three state tests (MCT2, PARCC, and Questar) contributed to the change in performance, there are still prevailing issues within NPJH that the data identifies need to be addressed in order to significantly improve student outcomes. The chart below reflects the most recent two years of data from Questar, the current assessment, and PARCC, the previous assessment, in the Mississippi Assessment Program</p> <table> <tr> <th>2015 Total Accountability points</th> <th>Reading Proficiency</th> <th>Reading Growth</th> <th>Reading Low Growth</th> <th>Math Proficiency</th> <th>Math Growth</th> <th>Math Low Growth</th> <th>Proficiency Science *</th> </tr> <tr> <td>242</td> <td>26.5</td> <td>54.7</td> <td>72.7</td> <td>10.1</td> <td>42.7</td> <td>76.5</td> <td>35.1</td> </tr> </table> <table> <tr> <th>2016 Total Accountability points</th> <th>Reading Proficiency</th> <th>Reading Growth</th> <th>Reading Low Growth</th> <th>Math Proficiency</th> <th>Math Growth</th> <th>Math Low Growth</th> <th>Proficiency Science *</th> </tr> <tr> <td>242</td> <td>12</td> <td>37.7</td> <td>51.1</td> <td>12.5</td> <td>38.3</td> <td>49.9</td> <td>40.6</td> </tr> </table> <p>The overall picture for 2016 shows that reading and math proficiency are low for the entire school. Further, in reviewing the growth overall for the school, less than half of the student population met growth in ELA or math. More alarming is that only 37.7% of the ELA students met growth overall. The school saw the most growth with the lowest quartile of students, where a little more than 50% of the lowest performing in the school met growth in ELA. Math was near 50%. Another concern is that roughly 40% of the 8th grade students scored proficient or above. In comparison to the 2015 data, while proficiency was still far below than desirable, the percent of students scoring in at the highest two levels dropped by more than half. Most of this is attributable to the change in assessment, but there are still implications for instruction,</p>	2015 Total Accountability points	Reading Proficiency	Reading Growth	Reading Low Growth	Math Proficiency	Math Growth	Math Low Growth	Proficiency Science *	242	26.5	54.7	72.7	10.1	42.7	76.5	35.1	2016 Total Accountability points	Reading Proficiency	Reading Growth	Reading Low Growth	Math Proficiency	Math Growth	Math Low Growth	Proficiency Science *	242	12	37.7	51.1	12.5	38.3	49.9	40.6	<p>Analysis of 2015 and 2016 end of year state data (PARCC and QUESTAR)</p> <p>Classroom observation data</p> <p>Promotion and retention data</p> <p>3rd Nine Wk. Case Data</p>
	2015 Total Accountability points	Reading Proficiency	Reading Growth	Reading Low Growth	Math Proficiency	Math Growth	Math Low Growth	Proficiency Science *																										
	242	26.5	54.7	72.7	10.1	42.7	76.5	35.1																										
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242	12	37.7	51.1	12.5	38.3	49.9	40.6																											

especially considering the growth overall and growth of the low 25% dropped drastically from Spring 2015 to Spring 2016. Science was the only area that showed growth; however, when considering that the science assessment did not undergo the same rigorous change in standards and assessment, the growth is considered minimal.

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

	ELA	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 6	All Students	22.12%	38.94%	30.97%	7.08%	0.88%
Grade 7	All Students	12.50%	45.19%	34.62%	7.69%	0.00%
Grade 8	All Students	16.04%	25.47%	40.57%	16.98%	0.94%

This view revealed that less than 10% of our students scored at the highest two levels on the assessment while more than half our student population scored at the lowest two levels across all grade levels in ELA. The most significant gap between the higher end of proficiency and the lower end exist in 6th grade with 61% scoring between Levels 1 and 2. Sixth grade students also had the highest percent scoring Level 1. Seventh grade results were equally as low with 57.9% of the students scoring at the Level 1 and 2 performance. Only 8th grade had less than half of the students scoring below 50% at the lowest two levels. This suggests that teachers are in need of ongoing evidence-based coaching and training support in literacy. In math, the following findings were demonstrated through the data.

	Math	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 6	All Students	10.62%	29.20%	46.90%	13.27%	0.00%
Grade 7	All Students	10.58%	43.27%	38.46%	7.69%	0.00%
Grade 8	All Students	12.26%	47.17%	33.02%	6.60%	0.94%

The overall math data shows that proficiency achievement overall

for all three grades is alarmingly low. Nearly 60% in 8th grade, more than 50% in 7th grade, and almost 40% in 6th grade scored between Levels 1 and 2 on the math end of year state assessment.

On the school's third nine weeks benchmark this year, 6th and 7th grades are projected to have 17% and 10%, respectively, scoring at the Level 4 and 5 range on the state ELA assessment. Eighth grade, however, is projected to score 1.9% below last year's end of year assessment. Third nine weeks benchmark scores in math, on the other hand, project an increase in overall proficiency in all three grades. Sixth graders are expected to score 10.7% higher than last year, approximately 27% of the 7th graders are projected to score within the highest two scores, and 10.5% of the sixth graders are expected to score at Levels 4 and 5. Although the percent of students scoring proficient in math is tell relatively low, each of the grades demonstrate a significant increase from the previous year.

Based on science achievement, science teachers need job specific coaching and training in the science content as well, especially given that the standards and assessment have not changed as have the math and ELA. For the 2015-2016 school year, roughly 37% of our students scored proficient compared to the state average of 60%.

In contrast, student promotion and retention data suggest that more than 90% of the school's population is performing at a level that demonstrate preparedness for the next grade level.

In response to this decline and disconnect, swift reform measures have been instituted this school year. A veteran administrator from the district office has been assigned to serve as interim to transform the school culture and climate, as a sense of apathy has begun to take root. The Assistant Superintendent for Secondary Schools has been assigned to monitor classroom instructional practices and conduct teacher evaluations. The two work in tandem to address critical areas that are mission and vision focused to lead to an improved accountability rating. The district has refined, realigned, and implemented its instructional management plan to establish a process for ensuring standards-aligned curriculum, instruction, and assessment, which includes ongoing monitoring of the effectiveness of curriculum and instructional strategies being used. The administration has instituted routines and procedures for continuous data analysis and use through the iReady platform. Pacing guides with the standards, teaching dates, common assessment dates, meeting dates, and lesson plan submission dates are scheduled and followed. While these structures have started

	<p>the process of transforming the culture, more still needs to be done. Frequent observations, teacher feedback, and student data present a compelling case that ongoing job-embedded professional development across all the content areas is necessary. Specific supports are needed in differentiating instruction; developing and implementing targeted academic interventions to address specific student needs; effectively utilizing data to drive instructional decisions; training in use and understanding of how to effectively use iReady and other curricular resources and data tools to improve student outcomes; and, developing teacher leaders to serve as a resource for others and help sustain the instructional changes throughout the school. Moreover, teachers and students report that lack of sufficient technology to rapidly access and study data presents as problem for teachers and students alike.</p>	
Curriculum and Instruction	<p>Data collected across the last two years, but especially last year indicates NPJH has substantive work to do to align instructional practice state standards. Although students are performing considerably below expectations in performance Levels 4 and 5, what is most alarming is that students did not demonstrate one year's growth according to the MDE's growth model. In response to the rapid decline, the school, through the district, adopted the instructional management plan that outlines all expectations and supports of teachers and leaders. A Lesson Line has been implemented to ensure all teachers understand and utilize a standard instructional process. Classroom and subject non-negotiables have also been established, inclusive of positive, ongoing feedback and cooperative purposeful groups. A full-time ELA and math coach were hired to provide job-embedded professional development for teachers and model lessons. The coaches provide evidence-based strategies and facilitate PLCs for their respective department. Trainings with teachers are aligned to their needs.</p> <p>In addition, several research-based curricular programs have also been implemented to support instructional needs. Curriculum Associates: Ready and iReady are used in all grades for math and ELA daily. The system provides detailed reports by standard, by teacher, and by student. Write Source and Zaner Bloser are also used in the ELA classrooms.</p>	<p>Prioritized list of needs Teacher performance evaluation Classroom observation Teacher attendance data</p>

As the district continues building capacity in its teachers and leaders, it has outlined detailed expectations for teaching and learning. Building level administrators will maintain access to curriculum binders, pacing guides, and sample assessments relative to the composition of their school to ensure required standards are covered and instructed at the expected academic performance level of the district and state. The instructional staff will receive and maintain access to curriculum binders, pacing guides, and sample assessments for each course or grade taught. Teachers participate in weekly instructional strategies meeting and are expected to maintain data walls within their classrooms to monitor students' progress. iReady Standard Mastery Assessment is used to assess students every two weeks while students take an assessment designed by Case 21 in ELA, math, and science. All teachers also have access to Mastery Connect, an item bank aligned to state standards in ELA, math, and science.

MTSS is implemented in the school, although not as effectively as liked. Students are universally screened three times per year in math and ELA using iReady adaptive diagnostic. Based upon results, the system recommends students for tier support. Students assigned to Tier 1 receive ongoing instruction from the teacher. Students assigned to Tier 2 receive additional instructional support by the teacher and i-Ready Adaptive Growth Instruction. Tier 3 students will receive classroom teacher support, i-Ready Adaptive Growth Instruction, and One-on-One Small Group instruction other than the classroom teacher. Progress is noted and MTSS meetings are held to discuss students' progress on a cycle determined by the building principal or his designee. However, based on teacher feedback and data collected through the MTSS process, our teachers need more training on quality tier 1 instruction as well as creating differentiated and teaching intervention groups based on data.

Administrators monitor instruction daily and are required to provide feedback on lesson plans and instruction. All these processes are new this year. With the intense focus, instruction is occurring; however, teachers need support on standards-aligned instruction. While the assessment banks that have been added for teacher use are aligned, the instruction is still not meeting the level of the rigor of the standard. Specifically, teachers need additional support in effectively implementing lessons that require students to use higher-order thinking skills. In response, the district has also purchased a system that provides model units of study with aligned

assessments. Support, however, is still needed to address delivery of instruction.

Lack of sufficient technology seems to be a strong concern. Many of classrooms were outfitted with interactive whiteboards in lieu of the chalkboard; however, as the years have waned, the technology has worn down. Consequently, the boards need repairing; however, the board is too old for companies to continue making the parts. This creates inequity within our schools very few students are able to access information, assignment, and resources while their peers cannot. Teachers have tried using the computer labs, but the same issues exist there as well. The technology is outdated, does not work, and cannot be fixed. Teachers are frustrated with inaccessibility to the most basic technology. Sixty-seven percent of the staff agreed that technology education should be prioritized with this year's federal budget.

The school has also implemented robust assessments that have the capability to quickly disaggregate data by teacher, by student, by standard as well as provide a growth projection. This has proven helpful as it keeps the conversations focused during the instructional strategies meetings. This, too, is impacted by the inadequate technology.

The school has begun to implement structures to support transformation. SIG funds could be used to further strengthen the process. The additional support provided by the instructional coaches has proven beneficial to teachers. Now, more targeted, job-embedded coaching support is needed. Our coaches need additional support in modeling evidence-based practices. As teachers receive training from external sources, our coaches will be an integral part of the trainings, as our coaches are investments towards sustainability.

Moreover, as the school continues to grow the capacity of our teaching force, one area of need is the ability to provide sufficient resources to assist our beginning teachers. This year, NPJH had a 43% turnover rate. It is expected to be higher going into the 2017-2018 school year. Consequently, the school has to put measures in place to ensure our students are not adversely impacted. In addition to assigning a building level mentor, one strategy is to research and provide a more prescriptive curriculum with a plethora of resources to support the large number of our beginning teachers. The district utilizes the iReady diagnostic and biweekly

	<p>assessments. A scaffolding learning component is included so that plans are individualized to student needs according to their results from the diagnostic. The teacher receives an instructional plan for the student. The platform also includes a teacher toolbox with a list of resources. This resource has been extremely beneficial to NPJH as we instituted process to routinely collect, monitor, and respond to data. The resources and assessment provided through iReady are aligned to the standards and provide opportunity for the district to track growth across the year. To continue implementing with fidelity, the school needs sufficient technology as well as print resources for our teachers to use for and with students.</p>	
<p>School Context and Organization, Including School Leadership</p>	<p>NPJH serves grades 6, 7, and 8 and is situated in the northern part of Panola County across three communities. The school is a schoolwide school with the vast majority of our students being economically disadvantaged. Continuity in leadership has been a problem at NPJH, as the school has had 6 principals in the past 4 years. Two of the six leaders did not complete a full academic year, which put the district at a disadvantage in hiring, as a new leader had to be hired after the start of the school year. Part of the transitions, however, have been due to the district's swift response to ineffective leadership. More impact has been felt in the accountability rating in the past three years. In 2013-2014, the school's official grade was a C. However, in the absence of the ESEA flexibility waiver, the school dropped one accountability level each year thereafter, thus receiving an F designation for the 2016-2017 school year.</p> <p>While the district has moved quickly in addressing ineffectiveness, the best support structure has not always been in place to minimize the impact felt when there is a shift in leadership. Within the first semester of this school year, the school was without a permanent principal. No one within the school was in position to transition up to the role thereby creating even more instability. The district has realigned to assign district personnel according to their strengths and standardized its process for support. School leaders have been paired with a district administrator with a track record of success leading a similar school. The district provides coaching support to the assigned principal as well as provides targeted, job-embedded professional development on an ongoing basis. Having a direct support structure for leaders should prove helpful to NPJH. For next school year, the district will add additional leadership layers at the school. The district strategically assessed the needs of the school using data and observations from the district assigned</p>	<p>State accountability data, administrator observations, student attendance, teacher attendance staff surveys</p>

administrators and decided to hire a principal and an assistant principal, both with strong instructional backgrounds (one in ELA and the other in math/science). However, even with the naming of the new leadership, the district recognizes from past experiences that sustained leadership support must be provided to ensure success and continuity at the leadership level of the school. Consequently, the district will utilize the expertise of district level administrators to provide differentiated leadership coaching to the principal, as this will be his first year serving as a head principal. The District Implementation Team, led by the District Turnaround Officer, will coordinate the training and support for the new leader. Additionally, the principal, in collaboration with the district turnaround officer, will also target external professional learning opportunities designed specifically around school improvement/turnaround strategies for the new principal to attend.

As the district brought about rapid change this year, the teacher turnover rate has more than doubled from the previous year, giving the school a 43% turnover rate. Coupled with less than 5 years' teaching experience, the district and school recognize this gap between what is needed for turnaround and what exists within the school to implement the changes. Structures have been implemented this year that include a clearly defined process and expectations for teaching and learning. Teachers have been provided with time for collaborative planning within their department. Two instructional coaches have been provided by the district to support teachers in instructional planning and delivery using evidence-based strategies. And, a constant focus has been on the continual use of data to inform instructional decisions.

Discipline is also a concern for the school. The school has already received 437 office referrals this year, ranging from about 13 incidents in one month to a high of 81 referrals in another month. In reviewing the data more closely, 6th and 8th grade have the highest number of referrals. At the time of this application, the school has a recorded 2,429 unexcused student absences and a total of 697 excused absences. With a total of 3,126 student absences through the end of April, this results in a loss of 18,964 hours of instructional time. A breakdown by grade shows that the most 7th and 8th grade have both had 833 unexcused absences this year. More than 95% of the staff who were surveyed in April reported that dealing with students' attitude towards school was the most difficult part of teaching this year. Compounding these challenges is turnover at the classroom level. All this data suggests

	<p>point to the same need: the culture must be transformed to an environment that make students and teachers want to come to school.</p> <p>Using the Mississippi Professional Educator Growth System, only one teacher rated as a 3 during this year's evaluations. While some did rate at the two level, only one actually demonstrated effectiveness in practice. This again confirms that teachers need targeted, ongoing job-embedded professional development.</p> <p>In addressing leadership turnover, the district has realigned to assign district personnel according to their strengths and standardized its process for support. School leaders have been paired with a district administrator with a track record of success leading a similar school. The district administrator assigned to NPJH will serve as the district turnaround officer and will coach the newly assigned principal for the 2017-2018 school year. In addition, the district turnaround officer will provide targeted, job-embedded professional development on an ongoing basis.</p>	
Professional Development	<p>Professional Development (PD) is an integral part of the school's implemented instruction management plan. PD is conducted based on school and district needs, which were determined by input from teachers or identified through curriculum and instruction needs assessments, administrator observations and evaluations, and school site and districtwide professional development committees. Teachers at NPJH received various trainings during the year from the district; three days of school level professional development per week during the school year in classroom management, response to intervention, daily rigor, state standards, reading strategies, lesson planning, instruction and assessment alignment to state standards, data analysis and differentiated instruction. NPJH teachers are expected to meet a minimum of three times per week to follow up. Time is devoted for this follow-up during Instructional Strategies Meetings and professional learning communities. Additional support was provided in math and science by the district. These sessions are facilitated by either the school administrator, a district</p>	<p>Teacher surveys, administrator observations, office discipline referrals, professional development evaluations, teacher feedback from instructional team</p>

	<p>administrator, and/or instructional coaches. In short, the vast majority of our professional development are now conducted “in house.” Again, this work is part of our instructional management plan, which is purposely designed to build staff capacity.</p> <p>As indicated in the data outlined in the beginning of this section, there is a need for our teachers to receive more training in utilizing evidence-based instruction for literacy and math. Eighty percent of the teachers feel support is needed in identifying interventions that work. Conversely, based on data collected through student discipline referrals, classroom observations, building walkthroughs, and teacher feedback, there is a need to provide more support in MTSS as well as strategies to effectively address culture. Responses to teacher surveys, showed that roughly 80% of the teachers who were surveyed believe they need support in classroom management.</p>	<p>meetings, PD purchases for training</p>
<p>Family and Community Involvement</p>	<p>Recently, the NPJH and the NPSD as a whole started experiencing a high incident rate of behavior. To address the issue, the district administrators began to move the message into the communities. From this, quarterly community meetings began being held. While parent participation is not where we would like for it be, it has improved with the addition of the community meetings. Other parent activities that are ongoing now are:</p> <ul style="list-style-type: none"> PTO meets once per quarter Title I Parent Nights 2 parent conference days (1st and 3rd nine weeks grading period) Summer enrichment program with E.D.U.C.A.T.E. Learning Center Breakfasts with the Principal Parent Volunteers for Teachers Appreciation Day and other school activities State Testing Parade <p>Parents report they feel their child receives a quality education but sometimes the connection between home and school is not always made. Therefore, administrators are looking at new ways to engage the community. The reestablishment of the P-16 Community Engagment Council is one avenue the school is exploring, as it would be representative of a good cross sector of the community.</p>	<p>Community Meetings, Parent Teacher Oranization meetings, parent surveys</p>

2. Intervention Model Selection

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

In looking across the data gathered through the needs assessment, including feedback from the staff, parents, community, and board members, the best fit was the Transformation model. The district assessed the feasibility of this intervention using the Intervention Model Checklist in the toolkit. Many of the model requirements started being implemented at the beginning of the year, before the school was designated as a priority school. Specifically, the school will have new leadership at the start of the 2017-2018 school year, a continual focus has been placed on data and using it to improve student outcomes, learning time has been increased for all students, and we are using the state's evaluation system Administrators and Teachers. Our staff receives intense, ongoing job-embedded professional development through their weekly instructional strategies meetings, and data are constantly collected, analyzed, and used to inform instructional decisions. The District has successfully implemented a Transformation Intervention Model before through SIG and is aware and committed to the process required for full, effective implementation at NPJH.

3. Baseline Data and Performance Goals

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

C. Alignment with Intervention Requirements

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

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

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

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number

<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
ALL MODELS (TURNAROUND, TRANSFORMATION, and EARLY LEARNING)		
<ul style="list-style-type: none"> Replacement of the Principal 	A new principal was hired in February prior to the release of the newly populated list of priority schools. Since he is a new hire for the 2017-2018 school year, he will not be replaced throughout the application process. Additionally, the district implemented measures to ensure that the incoming administration for the school receives the support it needs to provide the strong leadership that is required for school transformation.	54,55,113,114
<ul style="list-style-type: none"> Recruitment, Placement, and Retention Strategies 	Strategies will be developed to address recruitment, placement, and retention. The North Panola School District adopted policy GBABB in 2010; however, the policy will need to be updated to include growth using Mississippi's current assessment program. The district analyzed the policy and proposes to amend it in June 2017.	91,112,116,117,118,119, 122,123,124
<ul style="list-style-type: none"> Job-Embedded Professional Development 	Staff at NPJH will be provided high-quality, targeted job embedded professional development that is aligned to the school's instructional program. The professional development is designed to build staff capacity and will be facilitated by building administrators, instructional coaches, district administrators, and external consultants (when necessary). Teachers will also play an active role in planning their professional development. Professional development will be customized based upon teacher needs.	45,50,53,55,57,58,73, 87,88,89,97,98,101,114, 126,132,133,138
<ul style="list-style-type: none"> Research-Based, Vertically Aligned 	NPJH has a process in place to ensure alignment of the curriculum to state	58,59,74,84,85,86

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
Curriculum Aligned to State Standards	standards. Additionally, NPJH has processes in place to monitor the effectiveness of materials to verify alignment to state standards. Departmental staff will meet quarterly for a vertical alignment meeting to ensure curriculum is aligned vertically. Grade level content area teachers meet in Instructional Strategies meeting weekly;	
<ul style="list-style-type: none"> • Data-Driven Decision-Making 	Data systems are in place to routinely collect and analyze data. The school and district use information on an ongoing basis to make instructional decisions regarding students. Schoolwide, students take common assessments every two weeks. Immediately following, teachers meet in instructional strategies meetings to analyze the data to make informed instructional decisions, specifically targeting students individualized instructional needs, differentiating instruction, etc. Students who receive Tier 2 and Tier 3 support are progress monitored and data is used to make decisions regarding continued placement. All students are universally screened three times per year using an adaptive assessment to determine if additional instructional supports are needed through the Tier process.	49,55, 104, 129,55,64,89,106,110, 126,132
<ul style="list-style-type: none"> <ul style="list-style-type: none"> ○ Formative, interim, and summative assessment data 	The school and district provide formative, interim, and summative assessment data that is analyzed and disaggregated, by teacher, by	39,40,41,42,49,56, 60,92, 93,94 102,84,101,104, 105,133

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
	standard, by student as well as an assessment that allows for tracking student growth. Students are universally screened three times per year and progressed monitoring occurs for students identified in Tier 1 and 2. Students are also assessed every two weeks using the district's platform for common assessments.	
TRANSFORMATION/EARLY LEARNING ONLY		
<ul style="list-style-type: none"> Increased Learning Time 	The school's instructional day was increased prior to the announcement of a new SIG competition and that NJPH was eligible to apply. The increased learning is mandatory of all students. Currently our students receive 364 instructional minutes per day for 178 days, which totals 64,792, instructional minutes and two days of 454 minutes which gives a total for all students. Next year, the proposed calendar allows for 66,928 instructional minutes for 178 days and 474 minutes for two days, totaling 67,402 minutes required of all students. Additionally, the school will have extended school year activities across the four years of the grant. Summer sessions are 210 minutes per day for 20 days which totals 70 hours. In addition, staff will also have 100 minutes per week for 36 weeks allotted for vertical and departmental team planning time.	57,61,62,91,101,127
<ul style="list-style-type: none"> School Autonomy 	The principal will have autonomy in the hiring, placement, and termination of employees that are in accordance with Board policy and provided his	127,128

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
	decisions will lead to improved student outcomes. Autonomy will also be given over how the time is structured with the school day and will have the autonomy of extended year that is part of this application. Additional autonomy is given over budgeting.	
TURNAROUND/TRANSFORMATION ONLY		
<ul style="list-style-type: none"> Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals, Developed with Teacher and Principal Involvement 	The district uses the MDE MS Educator Professional Growth System as it's evaluation system. It is a robust, rigorous, transparent, and equitable evaluation system and meets all the requirements set forth in the transformation intervention model.	63,80,122,123
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Use of student growth as a significant factor 	School Board Policy GBABB	94,105,106,117,118, 119
<ul style="list-style-type: none"> Identify and Reward School Leaders, Teachers, and Other Staff 	The NPSD has policies in place that allows for staff to be rewarded.	117,119,122,123, 124,127
<ul style="list-style-type: none"> <ul style="list-style-type: none"> Termination process 	The NPSD has policies and procedures in place that allows for removal of ineffective staff. The Board has executed its policies in this regard and the superintendent acts swiftly to address ineffectiveness.	122,123,124,127
TRANSFORMATION ONLY		
<ul style="list-style-type: none"> Family and Community Engagement Strategies 	Recently, the NPJH and the NPSD as a whole started experiencing a high incident rate of behavior. To address the issue, the district administrators began to move the message into the communities. From this, quarterly community meetings began being	56,134,138

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
	held. While parent participation is not where we would like for it be, it has improved with the addition of the community meetings. Other parent activities that are ongoing now are: PTO meets once per quarter Title I Parent Nights 2 parent conference days (1 st and 3 rd nine weeks grading period) Summer enrichment program with E.D.U.C.A.T.E. Learning Center Breakfasts with the Principal. The school is reconstituting its P-16 Community Engagement Council	
<ul style="list-style-type: none"> On-Going Technical Assistance and Support 	An integral part of this plan invests in our people by providing ongoing, targeted-job embedded professional development. Teachers receive support from administrators instructional coaches, and external consultants as necessary.	44,92,115,138

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

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

1. Priority or Focus School Actions Taken

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

Since receiving an F accountability rating this school year, the district, with the full support of the School Board, intervened to provide strong leadership at the school. The principal who led the school when it was designated as an F was removed and two district administrators were reassigned to the school. One leader was in charge of curriculum, instruction, and assessment; while the other leader focused on addressing culture and climate. In addition, a revised instructional management plan was implemented that specifically addressed continuous monitoring of instruction, standards aligned teaching and assessments, continuous use of data to drive instructional decisions, aligning professional learning to needs, and tiered support for students. Community meetings to gather parent and community input and feedback on

process were implemented this year. Meetings are held quarterly in each of the three elementary school communities. The district also has increased learning time and have structured instructional meetings.

2. Teams Supporting School Improvement

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

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
<i>List the teams that were created to support school improvement.</i>	<i>Describe what the team does to assist the improvement process.</i>	<i>List the names and titles of all members of the team.</i>	<i>Provide a meeting schedule for each team, e.g. every Monday from 9-10 AM. List the dates of the last three meetings.</i>	<i>Describe the most recent outcomes or actions taken arising from team meetings.</i>
District Leadership Team		Cedric Richardson Dr. Wilner Bolden, Deputy Superintendent Micael Britt, Director for Accountability and Accreditation Levette Upshaw, Business manager Verda Taylor, Sped. Director Carla Malone, Technology coordinator	Once per month for one hour	Determined personnel for the upcoming school year Determined curriculum for upcoming school year Discussed staff evaluations and their performance associated with them and what PD offerings are needed based on teacher evaluation results

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
School Leadership Team	Designed to facilitate and implement Best Practices as described in the transformation process. The team meets regularly to review progress, monitor data, and recommend adjustment to procedures.			Discussed student attendance and strategies to address student and teacher absenteeism Analyzed iReady data to determine student progress
Professional Learning Community	Planning instruction and assessments using the Backwards by Design Model		Twice per week for a total of 80 minutes	Teachers have a standardized process in place for all meetings in which the two meetings before the assessment is designed to build instruction around the assessment; the meeting immediately following the assessment is to analyze the data to inform instruction from that point forward. Adjustments must be noted on the lesson plans which are check by coaches

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
				weekly.
Other: District Implementation	Monitor implementation of the school's action plan	Cedric Richardson, Superintendent Dr. Wilner Bolden, III, Deputy Superintendent and Federal Programs Mr. Michael Britt, Director for Accountability and Accreditation Mr. Jamone Edwards, Assistant Superintendent for Secondary Schools	October 2017 November 2017 December 2017 January 2017 February 2017 March 2017 April 2017	Conducted data analysis and review of NPJH for SIG application Discussed staff evaluations at NPJH and feedback following evaluations Reviewed benchmark data to determine progress towards meeting end of year goals at NPJH

3. Previous SIG Experience

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

☒ YES

☐ NO

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

NO, the grant was implemented across the 2010-2011, 2011-2012, and 2012-2013 school years for three full years of implementation.

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

North Panola High School's accountability rating has been a C or above during and since the SIG award. The school successfully exited priority status during this time and has not repopulated the list.

How have these results been sustained?

E. Implementation Milestones

1. Pre-Implementation and/or Planning Year

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

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Orient the District Implementation Team on expectations regarding SIG requirements, readdress all plan components,	Superintendent	All team members clear on roles and responsibilities for supporting full, effective implementation of SIG; schedule of meetings for	Clearly outlining roles and responsibilities will help ensure the right start to the school year and first year of SIG	June 2017	June 2020 (ongoing yearly)

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
focusing particularly on the plan of action developed in response through the application process. Specifically, goals will be set; responsibilities will be assigned; and, the outline the process whereby we will conduct our bi-monthly milestone meetings.		Semester 1 with District Implementation Team Goals set to monitor progress			
Appraise the Board and Community of the SIG award and what the	Superintendent	Board and community meetings will be held	Ensuring that all stakeholders engage and remain	June 2017	July 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			authentically engaged in the process provides the needed supports and structures for the changes and commitment to change to be successful		
Create committee to explore current policy on teacher incentive to determine changes needed	Superintendent	<i>Committee assigned with meeting dates that are followed</i>	<i>A revised policy will be board approved</i>	June 2017	July 2017
Draft Job Announcement for SIG funded positions	Turnaround Officer with HR Director	Personnel hired	Having the positions in place at the start of the school year will help set the	June 2017	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			foundational pieces that will be needed for the full implementation and sustainment of the grant		
Identify Professional Development, for new administration that aligns with their school goal and	District Turnaround Officer	<i>Trainings identified and scheduled</i>	<i>A focal point of this grant is to build capacity in the staff we have so that the gains experienced will remain</i>	July 2017	December 2017
Review current district policies for revision, if any needed	Superintendent	Any policies impacting SIG addressed	Providing an official notification of SIG award to teachers, parents, students, and	July 2017	August 2017
Year 1 Planning Complete budget	Complete Official Budget Narrative,	Data Specialist (when hired) Principal;	A finalized budget ready for school	June 2017	December 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
narrative and establish monthly meeting schedule to discuss monthly fiscal expenditure reports for SIG	with modifications, if required	District Transformation District Business Manager; District Transformation Officer	board review; established meeting schedule for first semester that is followed		
Year 1 Planning Order instructional materials and supplies	Data Specialist	Requisitions placed	Supplies and materials outline are items the schools included in the plan as part of how SIG would enhance instruction.	June 2017	July 2017
Secure and begin training on Capturing Kids' Hearts for Year 1	Principal	Services secured with training dates set	Capturing Kids' Heart is the central piece NPJH will use to address the culture and climate.	June 2017	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Purchase interactive white boards	Principal	Requisitions on file	Integration of technology into instruction to give all students the same learning experience in the classroom. Equity in education.	June 2017	August 2017
Develop a systematic process for collecting, analyzing, and disseminating data for on leading, achievement, and MTSS data	Data Specialist	Written and executed process in place	One of the tenets of SIG is that leaders and teachers continuously promote the use of SIG. Implementing this measures will help all those directly responsible for implementing if the school is on track to meets its goals.	July 2017	August 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Develop assessment plan/calendar for the year	Principal and Assistant Principal	Calendar developed and followed	This activity further supports the continuous use of data to make informed, instructional decisions	July 2017	July 2017 (ongoing annually)
Contract with external providers (following all state and federal laws and local policies and outlined processes)	Board of Trustees; Superintendent	Contract issued to SIG Coordinator	Hiring a SIG coordinator is critically important to the successful implementation of the reform model. The SIG coordinator is responsible for monitoring the day to day implementation of the reform model	July 2017	September 2017
Engage parents and community	Superintendent	Meetings held with parents	By engaging in ongoing	August 2017	December 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
in school improvement efforts eliciting two-way communication	t; Principal; District Turnaround Officer; District Implementation Team	and community members	two-way communication with parents and the community, the promotes ownership and buy-in which is critical for the full and effective implementation of the reform model		
Begin collaborative planning time	Principal and District Turnaround Officer	Master schedule	Joint time for teacher professional learning is foundational to the targeted, job-embedded professional development. Teachers need adequate time to plan in	August 2017	July 2021 (ongoing throughout the life of the grant)

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			order to produce high quality lessons		
Implementation Schedule for external service providers ensuring customized support based on teacher needs	Principal; District Turnaround Officer;	Schedule of external service providers completed	Targeted, job-embedded professional development is an integral part into how we will begin building capacity in or staff to sustain efforts beyond the life of the grant	September 2017	June 2018 (and ongoing through June 2020 with decrease in support every year)
Year 1 Planning Review performance objectives for the school	Superintendent; District Implementation Team; Principal, SIG Coordinator; School SIG Team	Performance Objectives reviewed and finalized	By reviewing and finalizing the performance objectives, this creates a common understanding and expectations for	October 2017	July 2021 (ongoing throughout the life of the grant)

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
			accountability		
Schedule all Instructional Strategies Meetings	Principal and Assistant Principal	Schedule has been created and followed	Meeting minutes, agendas, sig-in sheets	August 2017	June 2020 (ongoing every year all year)
Implement Vertical Alignment Meetings	Principal, Assistant Principal	Schedule has been created and followed	Meetings, sign-in sheets, agendas	August 2017	June 2020 (ongoing all year)

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Community	Superintendent,	Community	Establish the	August	July 2020

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Engagement Sessions	Principal	Meeting minutes, agenda, sign-in sheets	community as an active partner in our students' education is paramount to successful communities. Where you have successful schools, you have parents who demand them.	2017	(ongoing)
Years 1, 2, 3 and 4 Full Implementation Continue providing high-quality, job-embedded staff development	Principal; School SIG Team; District Transformation Officer; Director of Curriculum and Instruction	Professional Development plan; Sign-In Sheets; agendas; Student Achievement Reports		July 2018	June 2020 (with decrease from external support across each year of the grant)

2. Implementation and Sustainability Years

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

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year1 Full Implementation Conduct a series of staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; District Turnaround Officer; District Implementation Team	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	January 2018	September 2018
Years 1, 2, 3, and 4 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation and determine if activities are following implementation plan, discuss areas that need adjustments.	Superintendent, District Implementation Team, and Principal	Agenda, minutes, tracking of leading indicator data, improvements towards outcomes	January 2018	June 2020 (ongoing)

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Year 1 Full Implementation Provide targeted, job-e,bedded professional development	Principals; Instructional Leadership; External Service Providers	Professional Development Schedule; Improved results on classroom observation; Increased student achievement	August 2017	July 2020 (throughout life of grant but reduced every year as part of sustainability plan)
Year 1 Purchase computers for student lab	Principal	Generated purchase order numbe	July 2018	July 2019
Purchase Capturing Kids' Heart for Year 2 Implementation	Principal	Generated purchase order numer	July 2018	July 2020 (ongoing beyond life of grant)
Years 2 and 3 Full Implementation Conduct a series of staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; School SIG Team; SIG Coordinator;	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	July 2018	September 2019
Years 2 and 3 Roll positions off SIG to as part of the district's goal to reduce dependency on SIG funds	Superintendent	SIG Budget with removed positions that are outlined in sustainability plan	July 2018	August 2019 (ongoing each year hereafter)
Years2 and 3 Full Implementation	Principal, District Turnaround	Effectively advertise and	July 2018	August 2019

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Continue to interview personnel for faculty and staff vacancies for the upcoming school year	Officer; School Leadership Team	interview potential candidates using interview protocol; New teachers and staff are hired to fill vacancies		
Reduce contractual services support with external providers	Superintendent	SIG budget will reflect reduction in costs	August 2018	June 2020 (each year of budget hereafter)
Years 2 and 3 Full Implementation District Leadership Team meetings scheduled and held	Superintendent	Schedule of District Leadership Team Meetings; Minutes, Agendas	August 2018	May 2020
Years 3 and 4 Full Implementation School SIG Team meetings scheduled and held	Principal, SIG Coordinator; District Transformation Leader	Schedule of School SIG Team Meetings; Minutes; Agendas	August 2018	May 2020
Years 1, 2, 3 and 4 Full Implementation Review and refine system to reward teachers and staff; Communicate system to teachers and staff, building stakeholders support and accountability.	District Leadership Team; Principals; School SIG Team; District Transformation Officer	Copy of Reward System disseminated to all faculty and staff	September 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
Provide performance based incentives using valid data on whether performance indicators have been met.				
Years 1, 2, 3 and 4 Full Implementation Review, refine, and implement system to remove teachers and staff who are not performing to standard after training, feedback, and support	Principal with final approval by Superintendent	Full implementation of a system to remove teachers and staff who are not performing to standard after training, feedback and support; Documentation of process	September 2018	May 2020
Years 1, 2, 3 and 4 Full Implementation Reform and Enhance Classroom Instruction <ul style="list-style-type: none"> Review and revise among teachers with specific duties and time for instructional planning; Focus principal's 	Principal, School Instructional Leadership Team, District Turaround Officer, District Implementation Team	Classroom observations that shows evidence of increased rigor and student engagement	August 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<p>role on building leadership capacity, achieving learning goals, and improving instruction</p> <ul style="list-style-type: none"> Align professional development with classroom observations and teacher evaluation criteria Ensure that teachers align instruction with standards and benchmarks Monitor and assess student mastery of standard-based objectives to make appropriate curriculum adjustments Differentiate and align learning activities 				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<ul style="list-style-type: none"> Assess student learning frequently using standards-based classroom assessments Prepare standards-aligned lessons and differentiated activities Provide sound instruction in a variety of modes, i.e. teacher directed, whole group, small group, student directed group Employ effective classroom management skills				
Years 1, 2, 3 and 4 Full Implementation Evaluate SIG Implementation Meet weekly, bi-monthly, and monthly to discuss program implementation	District Leadership Team; Principal; School Improvement Officer; School SIG Team	Data reports on qualitative and quantitative measures to determine if program goals have been met	August 2018	May 2020

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
and determine if activities are following implementation plan Discuss areas that need adjustments Examine qualitative and quantitative data to determine if program goals are being met				
Year 4 Sustainability Sustainability Plan Review and revise sustainability plan for next year's sustainability	Superintendent and District Leadership Team Principal; School Improvement Officer; School SIG Team	Completed sustainability plan	August 2019	May 2020
Year 4 Sustainability Conduct staff training sessions on the transformation reform model. This is critical for staff new to the school.	Principal; School SIG Team; SIG Coordinator;	Training sessions agendas and sign-in sheets; Surveys completed by faculty and staff	July 2020	September 2020
Purchase technology for instructional use by students	Principal	Purchase order	July 20202	June 2021

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

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

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

A. Curriculum

1. Use of State Standards

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

☒ YES

☐ NO

2. Research-Based Materials

a) Current and Proposed Research-Based Materials

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

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
<i>Subject</i>	<i>Ex. textbooks, software, manipulatives, centers, etc.</i>	<i>SIG curricular materials; specify whether items are additions, substitutions, or deletions</i>
Mathematics	<i>Curriculum Associates: Ready Mississippi College and Career Standards and College Preparatory Mathematics</i>	Addition: Ready print materials for student use to compliment the iReady suite of materials
Remedial mathematics	<i>I-Ready Diagnostic Instructional Support, i-Ready Adaptive Learning Interventions</i>	No Change
English/Language Arts (ELA)	<i>Curriculum Associates: Ready Mississippi College and Career Standards (ELA), Write Source, Zaner Bloser (Strategies for</i>	Addition: Ready print materials for student to compliment the iReady

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
	<i>Writers)</i>	suite of materials
Remedial ELA	<i>I-Ready Diagnostic Instructional Support, i-Ready Adaptive Learning Interventions</i>	No Change
Reading	<i>Curriculum Associates: Ready Mississippi College and Career Standards (ELA), Write Source, Zaner Bloser (Strategies for Writers)</i>	Addition: Ready print materials for student to compliment the iReady suite of materials
Remedial reading	<i>I –Ready Diagnostic Instructional Support, i-Ready Adaptive Learning Interventions</i>	No Change
Science	<i>Glencoe Science</i>	No change
Social Studies/History	<i>Pearson History</i>	No change

b) Monitoring the Effectiveness of Materials

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

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

c) Alignment of Materials to State Standards

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

A thorough review to check alignment to state standards and to needs is conducted through instructional meetings facilitated by an administrator and/or instructional coach. The school has instituted time for faculty collaboration weekly in instructional strategies meetings.

These meetings are designed for teachers to create common lesson plans. The meetings are structured to discuss goal setting for grade level for a specific grading period; assessment to demonstrate student proficiency level; depth of knowledge level of tasks, assignments, and assessments; teaching strategies and material; formatting state test questions according to state standards; and **resources** to deliver instruction. In these meetings all instructional resources are reviewed to ensure it is aligned to state standards. If the resource is new, it is vetted through the team and an administrator.

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

As an added layer of support, district administration also observe the instructional coaches to verify that teachers are receiving training and targeted support as outlined in the Instructional Management Plan.

3. Vertical Alignment

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

a) Pacing Guides

Provide the school's website link to pacing guides in each core subject in each grade-level:

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

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

b) Reviewing and Revising Pacing Guides

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

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

Teachers meet weekly in their Instructional Strategies Team to review pacing guides, instruction, and assessment. The meetings are facilitated by an administrator and/or coach. Based on the data, the team provides feedback to the instructional coach. The instructional

coach serves on the district curriculum committee. The curriculum team meets quarterly to review and make suggestions on pacing guide revisions.

c) Cross-Grade Planning

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

Administrators and Instructional Coaches meet with departments by grade level to ensure alignment of curriculum and all corollary materials. The ELA and math department meet with their respective coach to review pacing guides and assessments. These meetings are facilitated by the instructional coaches for ELA and mathematics. The science team meets as a department with a school administrator, as there is not a coach for science. In addition, time for vertical alignment is provided quarterly after the end of each nine weeks. Through SIG, the school proposes to use teacher release time to allow staff to have a longer block of uninterrupted vertical planning time.

B. Instruction

1. Instructional Improvements

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

a) Instructional Design

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

NPJH is structured with 7 period days with 52 minutes of instruction per class. Teachers are required to have flexible grouping 3 days per week. English, math, and science classrooms are departmentalized. The ELA standards are split between two teachers with one focusing on the reading standards and the other focusing on the writing. This format allows for social studies to be integrated into the ELA classroom with teachers pulling in informational based text that compliments the ELA curriculum.

The school has implemented a split curriculum in 6-8 Math classes to give students additional quality instruction on math standards. The STEM teacher couples Science standards with her curriculum to support instruction in 8th grade Science. The school uses a writing process to make sure the same essay format is used when incorporating Writing Across the Curriculum. Support staff integrate foundational skills into their curriculum at least two days a week. (PE-foundational Math skills; Art-Vocabulary in context; In School Suspension-team teaching in classrooms with identified struggling students).

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

The school implemented a standard lesson line structure this year for all teachers. It begins with the teacher starting out with direct, explicit instruction, followed by the "I Do, We DO" which gradually shifts responsibility. Students then move into a work period that involves guided practice, group/collaboration/communication, teacher as facilitator and differentiated activities. The closing concludes the structure. Exit tickets are mandatory for all classes and is expected to be used as a formative assessment, providing teachers with what they need to cover for the following day's lesson. In this phase, students demonstrate learning. Although this model for instructional delivery has been implemented, there still remains a disconnect between what is expected and what is practiced. Questioning within the lesson are still at the lowest level of cognition, just requiring basic recall of information. Cooperative groups are implemented but not effectively.

Teachers meet weekly in Instructional Strategies Meetings where they discuss:

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

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

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

b) Enhancements through SIG

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

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

1. Profesional leadership
2. Focus on teaching and learning
3. Purposeful teaching
4. Shared vision and goals

5. High expectations of all learners
6. Accountability
7. Learning communities
8. Stimulating a secure learning environment

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

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

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

Identified Need through Needs Assessment	Content Area/Grade Level	Enhancement through SIG
Need for job embedded professional development	All grades and core content areas	Presently, teachers have limited access to content level professional development. Given the high percent turnover, this further compounds our ability to provide students with a high-quality education. Job-embedded professional development will allow teachers the opportunity to receive the support they need in order to better the needs of students, while at the same time building the capacity of teachers to become effective educators. This can also lead to a reduction in our teacher turnover.

Academic Interventionist	All grades ELA and mathematics	This position will help us close the gap we presently have in serving our Tier 2 and Tier 3 students. It will also help provide individualized instruction. The continuous focus on data will ensure that all children are on track to meet growth and when they are not, be quickly identified to receive the support they need. The Academic Interventionist will be integral to serving the academic needs of our Tier 2 and Tier 3 students.
Data specialist and training on data analysis and use	All grades and content areas	Adding data a specialist position will be critical to the effective implementation of this grant, as it will allow for a systematic process for rapidly collecting and analyzing data on all subgroups; collecting data on MTSS, providing data coaching support to staff; and collecting all leading indicator and achievement goals.
Integration of technology into classrooms and readily access data	All grades and content areas	Adding the technology that is built into this proposal will provide all students access to a rich curriculum infused with technology. Presently all student do not have this access, as our interactive boards and computers labs are outdated. This

		creates an inequity issue. Further, adding the technology will allow a more rapid response to our data. There is limited access to technology which causes a delay with testing and the ability for teachers and students to readily access their data. The sooner the data becomes available the quicker data-based decisions can be made.
Literacy training across the content areas	All grades and content areas	While data across all content areas and grade level was low, our most significant gaps existed in ELA. This signifies a great problem. Teachers need support in understanding how to integrate literacy in all content areas. This support extends beyond just reading a book.
Teacher release time for vertical planning	All grades and core content areas	With teacher release time, teachers will have an opportunity for collaborative planning across the grades. This addition will give teachers a longer block of uninterrupted time for vertical team planning.
Implementing evidence-based teaching strategies	All grades and content areas	Allows for onsite and ongoing professional development around evidence-based teaching strategies while building a reservoir of resources from which teachers can pull. The implementation

		of these strategies will help teachers better differentiate their instruction to support all their students.
Extended year learning time	All students, all grades	Research indicates critical skills are lost during the summer months. The SIG funding would allow for extended learning to lessen the time students are already behind are out of school. It will also provide our higher achieving students the opportunity for their learning to be enriched.
Incentives for recruitment and retention	All staff	Gives NPJH the opportunity to recruit and retain teachers with a proven track record of success and also reward those who improve student achievement.
prescriptive curriculum and other resources		Using the Ready suite of resources creates a pool of resources enabling teachers to spend time on pedagogical practices. Coupling this with ongoing support of evidence-based resources gives helps us better meet the needs of our students.

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

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

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

Type of Service	Current Services	Proposed Services
	<i>What services are currently available to students who have been identified through the school's multi-tiered model?</i>	<i>How will the school enhance available services under the SIG program?</i>
Academic	<p>Following the state's expectations of implementing the three tier process, NPJH conducts three universal screeners across the school year. Results are used to determine student performance and growth. Any student at Tiers II and III have frequent progress monitoring. The school follows the MDE MTSS handbook as its guide.</p> <p>Students at NPJH are assessed using the i-Ready Diagnostic Assessment. Based on results, students are assigned a tier for interventions and supports using these results. Students assigned to Tier 1 receive classroom instruction by the teacher. Students assigned to Tier 2 receive additional instructional support by the teacher and i-Ready Adaptive Growth Instruction. Tier 3 students receive classroom teacher support, i-Ready Adaptive Growth Instruction, and One-on-One Small group instruction. Progress is noted and MTSS meetings are held to discuss students' progress. The process design:</p> <p>1. Use school data to create</p>	<p>The school and district have recognized that there are areas where the process needs to be strengthened. In reviewing the data to consider the gaps in our process, three critical positions were identified: An academic interventionist, behavior interventionist, and data specialist.</p> <p>As a demonstration of the district's commitment to this process, the district is employing behavior interventionist next school year to address behavior interventions and support.</p> <p>Through SIG, however, the school will be able to hire an Academic Interventionist who will guide the process for Tiers 2 and 3. Specifically, the academic interventionist will assist teachers in using the data to effectively develop a tier 2 intervention. The Academic Interventionist will then follow up after implementation of the intervention to ensure fidelity to the plan and process as well as review the progress monitoring data to be able to make decisions regarding</p>

	<p>differentiated intervention groups based on Tiers and performance level.</p> <p>2. Determine the curriculum and use testing blue-prints to determine materials for interventions.</p> <p>3. Execute the plan of action for all differentiated targeted groups using the MS-CCR Standards, Adaptive Instructional Programs for individualize instruction, and One-on-one small group instruction</p>	<p>student placement in Tier 2. In addition, the Academic Interventionist will develop and implement the intervention for Tier 3 students. The Academic Interventionist will serve as a key member of the Teacher Support Team. Because an intended focus of this application is on using SIG to build capacity that can be sustained after the life of the grant, the academic interventionist, along with other TST members, will receive professional development on using data to develop and effectively implement interventions, including understanding how to progress monitor. Interventionist will also participate in trainings directly related to MTSS Supports.</p> <p>The full-time data specialist is a district level position that will be hired to directly support the SIG turnaround office in the collection and analysis of all data generated from the school, including leading indicator data as well as progress monitoring data for behavior and academics. The data specialist will analyze the data by school to ensure no child is going unidentified. This position will be responsible for collecting and analyzing data schoolwide on all leading indicators. Additionally, the data specialist will also have constant eyes on progress monitoring data, student mid-term and nine week grades, the low 25%, student growth projections, and any other data points generated from the school.</p> <p>Another enhancement through SIG is in the upgrade of technology to</p>
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		<p>support the platform teachers and administrators uses to receive timely data reports from the system. Additionally, the labs in which students test are dated and take longer for the entire class to be assessed. A gradual improvement to our technology labs and interactive whiteboards in instruction will support our efforts to address all learning needs and styles.</p> <p>We believe that with these additional layers of support, children should be quickly identified and receive the necessary support for their success.</p>
Non-academic	<p>The school has a referral process in place for non academic tier support; however, the process in place is not sufficient to address the needs. The school has also implemented Positive Behavior Interventions and Supports (PBIS), but multiple data points suggest that the implementation is fragmented, at best. Office referrals are used as a determinant as to whether or not behavior interventions are needed. This presents a problem because many office referrals stem from trivial matters (i.e. not following directions) that could be more appropriately addressed at the classroom level. In our current process, teachers develop behavior plans individually; however, this process has not proven effective as demonstrated by the high volume of discipline referrals this school year. But, the cause of the numerous office referrals, has not been addressed. Hence, the school</p>	<p>Due to the fractured process in adequately addressing behavioral needs at NPJH, the school must revamp its processes to more adequately address behavioral supports for students and the reasons behind the high number of students populating for behavior interventions. In examining the referrals, making frequent classroom observations, and speaking with the children, NPJH quickly recognized there is a cultural issue that needs to be addressed schoolwide. NPJH approach is two fold:</p> <ol style="list-style-type: none"> (1) Create a support structure so that students can receive the services they need within the school setting, thus limiting out of school suspension to the last resort. (2) Address the cultural issues that's creating negative environment for students and staff.

	<p>needs a model that will address the schoolwide disconnect between teachers. Instead of always prescribing punitive measure, the school chooses to implement a process that will focus on building relationships while also building a safe school environment for our students.</p> <p>Additionally, a behavior specialist or no other position with the skill set to address behavior issues is not available to students at NPJH. Thus a full-time behavior specialist is needed to support the behavioral needs demonstrated through the school's data.</p>	<p>This grant will give us the opportunity to address both by engraining proceses that will equip teachers with the skills necessary to effectively build relationships with teachers, students, and parents. Based upon research, our needs, and conversations with districts similar to ours, it was apparent that Capturing Kids Hearts is the program we need. It promotes accountability and addresses behaviors by building teaching self management in the classrooms and the work place. We are seeking to implement this program across two years in order to give time to engrain the proceses in NPJH.</p> <p>As a demonstration of commitment to the transformation of NPJH, the district is absorbing the cost of the behavioral interventionist. The behavior interventionist will serve on the TST and lead discussions/referral meetings on recommendations for Tier 3 behavior placement. In addition, the behavior interventionist will also guide the development and monitor the implementation of all behavior interventons for NPJH and directly provide Tier 3 interventions.</p> <p>By addressing both simultaneously, we feel that it will leverage our support to see change quickly and will be evidenced by a reduction in office referrals, increased student attendance, and increased teacher attendance.</p>
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Attach the school's Multi-Tiered System of Supports process as part of Appendix G.

4. Special Populations

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

Group	Current Services	Proposed Services
Students with Disabilities	NPJH currently serves 66 students with disabilities. These services range from approximately 13 that are essentially self contained and 53 receiving services in an inclusive setting. Currently the teachers use classroom data and iReady information to monitor student progress.	Students with disabilities will receive access to the same services as our students without disabilities. New instructional materials to add for remedial reading and math will be used with our students with disabilities a well. As NPJH implements SIG, the entire faculty and staff will be involved. Services and support being implemented through SIG will positively impact the whole school. This includes all our special population students. The addition of the data specialist will be integral in helping the school monitor its data for all subgroups and identify where gaps continue to exist. We currently have 20% of our student population having IEPs. The behavior interventionist, although not paid with SIG funds, will be instrumental in helping address behavior problems before situations escalate to something warranting out of school suspension. Staff will also receive job-embedded professional development that is designed around differentiating instruction at varying levels and using data effectively to address students needs. The implementation of Capturing

		Kids Hearts is designed as a whole school approach. Therefore, all students and teachers will benefit from this program.
English Language Learners	In accordance with our Board's policy, the school uses the registration process to identify student who are English Learners. Translation services and English language acquisition services are provided to students and their families. Support is provided to students and their families. Students are assessed to determine their English proficiency.	NPJH does not have enough ELLs to make a subgroup; however, all students in our school will still benefit from the services and support that will be afforded through this grant. Again, Capturing Kids Heart is a schoolwide program. Training and support for the program is designed for all staff. Additionally, the addition of the academic and behavior specialist (although not paid for using SIG funds) will be beneficial for all struggling learners, including students with language barriers. The academic interventionist will be able to assist the teacher in developing an intervention plan to help building reading fluency. The schoolwide literacy plan will be implemented across all grades, thus impacting ELs as well.
Academically Behind	Presently, our academically behind students are identified through the Tier process. Students at NPJH are assessed using the i-Ready Diagnostic Assessment. Based on results, students are assigned a tier for interventions and supports using these results. Students are universally screened three times per year and teachers are able to make placement determinations based upon	All the resources (human and material) requested through this grant will positively impact students who are academically behind. Support and services include the purchase of remedial instructional materials that will be used to differentiate support for struggling learners; improved utilization of student assessment data to inform instructional decisions, and

	<p>assessment results. In addition, teachers also identify students who are behind based upon their grades in their course.</p> <p>In the past, students were provided with after school support through the 21st Century Learning Grant; however, the grant was discontinued due to the state's loss of funding.</p>	<p>academic interventions to address identified needs through the data. The additional layers of support for MTSS (i.e. academic coach and behavior interventionist) along with the district data specialist will assist the school in identifying and intervening early with struggling learners. Students who are severely behind will benefit from receiving Tier 3 support from an academic interventionist.</p> <p>Ongoing, high-quality job-embedded professional development and a stronger focus on literacy across the content areas will help position the school to be able to effectively teach all learners, thus understanding how to reach them where they are.</p>
Gifted or Advanced	<p>NPJH currently serves approximately 17 gifted students that receive five hours of intellectual gifted instructions. These students are expected to maintain within the classroom as well as participate in activities that are specific to the gifted curriculum. There are other advanced students within the school that did not meet gifted requirements</p>	<p>As a standards aligned approach continue to build through implementation, services provided through SIG will benefit all students. As the school continues building capacity, the goal is to begin adding advanced level courses in 2018-2019. The addition of an Algebra I course as well as a section of honors English will be offered to target those students who demonstrate the propensity to handle advanced level coursework. Additionally, through the MTSS process, students who may present as</p>

		<p>behavior problems because they may be “bored” with instruction or who are not having their needs met will be quickly identified. Moreover, as the school strengthens the MTSS process through SIG, student needs will be more effectively supported, which means if students are advancing in one subject but struggling in another, their needs will be met in both contexts by placement in an advanced course while receiving support in their area of struggle. The academic interventionist will be instrumental in this effort.</p>
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5. TURNAROUND/TRANSFORMATION ONLY: Increased Time for Students

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

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

YEAR	Length of Instructional Day (in minutes)	Number of Instructional Days	Length of Instructional Year (in minutes)
Current			64792
Full day=178	364	178	<u>454</u>
63% day =2	227	2	65246
SIG Year 1			
Full day			
63%	376 minutes	178 (full days)	66928
	227	2 (63% days)	<u>474</u>

			67402
SIG Year 2	376 minutes	178 (full days)	66928
Full day	227	2 (63% days)	<u>474</u>
63%			67402
SIG Year 3	376 (178 days)	178 (full days)	66928
Full day	227	2 (6% days)	<u>474</u>
63%			67402
SIG Year 4	376 (178 days)	178 (full days)	66928
Full day	227 days)	2 (6% days)	<u>474</u>
63%			67402
SIG Year 5	N/A	180	N/A

Note: As part of the district's transformation efforts and prior to learning of the SIG opportunity, learning time was increased across all schools.

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

In addition, the school will have a four week summer session every year for an additional **210** per day for **20** days, yielding an additional **70** hours. Staff collaborative planning for vertical and departmental planning has also been added to the calendar to give teachers 100 collaborative planning minutes per week for 36 weeks.

C. Data for Instructional Decision-Making

1. Current and Proposed Assessments

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

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

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Internal or External	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment. Multiple choice or free response? Is it paper and pencil or adaptive?</i>	<i>Is the assessment formative, interim, or summative?</i>	<i>Specify which grade levels use this assessment.</i>	<i>Specify which subject areas use this assessment.</i>	<i>An internal assessment is created by district or school staff; external assessments are created by vendors or the state.</i>	<i>How often is this assessment given?</i>
iReady Reading Standard Mastery Teacher Assessment	Administered as a common assessment every two weeks (no option in dropdown to select bi-weekly)	Formative	6-8	ELA and Math	Internal	3 times a year
iReady Reading/Math	Universal screener for reading and math	Interim	6-8	ELA and Math	Internal	3 times a year
Case 21 Assessments	Benchmark Assessments aligned to MS CCR Standards and used to assess student mastery of grade level content and project growth on state assessments	Interim	6-8	ELA, Math, and Science	External	3 times a year
Mississippi	State assessment for all 6-8	Summative	6-8	ELA and Math	External	Annually

Assessment Program	grade students					
MST2	State multiple choice science assessment	Summative	8	Science	External	Annually

b) Proposed Assessments

(1) External Assessments

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

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

(2) Internal Assessments

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

With the addition of Curriculum Associates: IReady platform and assesments this school year, there is not a need to add additional assessments, as what we have in place has the ability to rapidly analyze and provide detailed individualized reports based on MS CCR Standards and Ms Frameworks.

2. Data-Driven Decision-Making

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

a) Instructional Decisions

What instructional decisions will be informed by student data?

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

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

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

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

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

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

All instruction will be data driven that will be reflected in lesson plans, school and classroom practices, and all Professional Development. Data will be used to inform and differentiate instruction across the grades, subject areas and the school . More importantly, teachers will become proficient at utilizing data to: (1) analyze and interpret all available; (2) plan and implement data driven decisions; and (3) differentiate instruction based on student performance data. Additional types of data i.e., demographic, administrative, and achievement will be used to guide a range of decisions to help improve the success of students and the school. The Data Specialist will be instrumental in assisting the school in achieving this goal of the grant as data will be systematically gathered and analyzed at the school within 3 days.

b) Immediate Analysis, Feedback, and Targeted Instruction

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

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

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

After these data are collected, teachers meet with a school administrator and/or instructional coach within 4 days after the assessment to discuss and analyze the data reports, understand

the interpretation of the reports, charts, and graphs produced through this platform in order to make informed instructional decisions. The addition of the data specialist will expedite the timeframe even more, as the the person in this position will establish a systematic process for gathering and analyzing data within a 2-3 day time frame. The academic interventionist will provide Tier 3 supports for those students populating that category.

c) Academic Growth of Students

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

1. The assessment platform utilized by NPJH use a high sophistication of statistical reporting within the system that provides teachers, school administrators, and district leaders with the information necessary to make informed instructional decisions. Consequently, administrators and teacher alike use the data collected through these platforms to assess students strengths and weaknesses. Building leaders have the information for the entire school, and teachers are expected to have it in their room. Every student has growth target, and at the end of each two week common assessment, teachers and administrators along with the instructional coach review progress as well as set backs. Students within the school's subgroups are analyzed. The iReady assessment is used to universally screen students in the fall, winter, and spring. A built-in growth mechanism allows teachers, instructional coaches, interventionist, and administrators to see the progression of each student through reporting features within iReady. In addition to these assessments, all teachers are also required to use exit tickets to determine where each child is towards mastering that day's objective. Teachers use this information to differentiate instruction but also chart his/her data to determine if additional supports may be needed before it is too late.

d) Achievement Gaps

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

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

e) Support for Data Analysis and Use

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

Part of NPSD and NPJH sustainability plan is to capitalize on collection of internal capacity to provide the support and guidance in leading the work that leads to improved student outcomes. To this end, the NPJH has created a team to support data analysis and use that is inclusive of the following personnel:

1. Principal
2. Assistant Principal/Math Coach
3. ELA Instructional Coach
4. Data Specialist
5. Behavior Interventionist

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

The Data Specialist will provide job-embedded professional development in the form of data analysis/planning sessions to departmental and grade-level content teams. All professional development opportunities will be aligned to the school's improvement plan and student performance needs-base on current data and analysis. Professional development opportunities will guide teachers in developing action plans for using data effectively, establishing student growth targets, and monitoring student performance for the purposes of improving instruction. This professional development that will be provided will be evidence-based and focused on instruction. These sessions will provide teachers with intense, ongoing job-embedded support for effective data analysis and use, thus helping the data-centered approach become engrained in our culture as we transform NPJH.

D. Instructional Leadership and Staff

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

1.

Current Instructional Staff (List only those to be continued during SIG.) Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<i>2</i>	<i>1 SIG 1 Title I, Part A</i>	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
ELA Teachers (2 per grade for 6-8)	6	Regular Appropriations	Instruct students in the areas of ELA	Principal
Math Teachers (1 per grade for 6-8)	3	Regular Appropriations	Instruct students in standards for mathematics	Assistant Principal for curriculum and instruction
Learning Strategies (1 per grade for 6-8)	3	Regular Appropriations	Provide all students with additional support in mathematics	Principal and Assistant Principal for curriculum and instruction
ICT I (6 th grade)	1	Vocational Education Funds	Provide ICT standards	Principal and Assitant Principal for curriculum and instruction
ICT II (7 th grade)	1	Vocational Education Funds	Teach students application skills for ICT standards	Principal and Assitant Principal for curriculum

Current Instructional Staff (List only those to be continued during SIG.) Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
Ex. Literacy Coach	2	1 SIG 1 Title I, Part A	The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.	Assistant Principal for Curriculum and Instruction
				and instruction
STEM	1	Vocational Education Funds	Instruct students in Science, Engineering, Technology and Mathematics who are in the 8 th grade	Principal and Assistant Principal and Assistant Principal for curriculum and instruction
P. E.	1	Regular Appropriations	Provide instruction in the area of Physical Ed.	Princiapl
Art	1	Regular Appropriations	Provide students instruction for art	Principal
Science (1 per grade for 6-8)	3	Regular Appropriations	Provides science instruction	Assistant Principal for curriculum and instruction
1 Self Contained Special Education	1	Regular Appropriations	Provides instruction to students with disabilities according to their IEP	Principal and Director of Special Education
Inclusion Teachers	3	Regular Appropriations	Provides accomodaton for students with disabilities in the regular education setting	Principal and Director of Special
Music Education	1/2	Regular Appropriations	Provides instruction to students who are in choir	Principal
Paraprofessionals	3	Regular Appropriations	1 works with special needs students in regular education setting; 1 provides a	Principal

Current Instructional Staff (List only those to be continued during SIG.) Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
Ex. Literacy Coach	2	1 SIG 1 Title I, Part A	The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.	Assistant Principal for Curriculum and Instruction
			prescribed intervention to students; 1 provides assistance in the elective courses	
Counselor	1	Regular Appropriations	Works with students and teachers to provide support for all students non-academic areas such as behavior.	Principal

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

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

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
Ex. Literacy Coach	2	1 SIG 1 Title I, Part A	The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.	Assistant Principal for Curriculum and Instruction
Academic Interventionist	1	SIG	Will provide intervention services to students in need of tier 2 and tier academic interventions	Principal
Behavior Interventionist	1	Title I, Part A	Will provide support for students in need of tier 2 or tier 3 behavior support	Principal
Data Specialist	1	SIG	Will create a system for rapidly collecting and analyzing leading and achievement indicator goal; will provide coaching support in data analysis and use	District Implementation Team
Assistant Principal for Curriculum and Instruction	1	Regular Appropriation	Will work with the Principal to provide instructional leadership	Principal

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

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

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

A. Allocation of Financial Resources

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

Source of Funds	2016-2017 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A	\$147, 741.72	<p>Funds are used to provide an Instructional Coach for ELA to improve teacher quality and student achievement. Due to teacher retention, there is a need to have an instructional support personnel on staff to provide new and veteran teachers with ongoing professional development, facilitate instructional strategies meetings (ISM), assist teachers with disaggregation of student data, and identify targeted students for interventions.</p> <p>2. Professional development internal and external providers for the following areas:</p> <ul style="list-style-type: none">• ELA and Math instructional strategies and unpacking the standards.• Instructional Coach training to ensure teachers are provided quality and effective coaching. <p>3. Provide instructional materials to supplement the Core Curriculum. Additionally, purchased curriculum software programs for progress monitoring and interventions to assist with improving student achievement.</p> <p>4. Funds are used to compensate Teach for America (TFA) for providing certified teachers in critical core areas such as Math</p>

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

B. Human Resource Systems

1. Recruitment and Hiring

a) School Leader

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

(1) Newly Hired Principal Exception

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

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

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

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

(2) TURNAROUND/TRANSFORMATION ONLY: Rural Flexibility Exception

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

The North Panola School District has a plan of action to ensure the new principal is successful in his first year of administration. The Superintendent, District Turnaround Officer, and other District Implementation Team members will work collectively and collaboratively

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

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

(3) Replace the Principal

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

(i) Recruitment

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

The principal's position was posted using the district's online application program TalentEd.

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

☐ YES

☒ NO

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

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

(ii) Applicant Evaluation

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

The district hired a leader to lead NPJH for the 2017-2018 school year prior to the release of the newly populated priority schools and SIG application release. The District exercises the option to not have to replace the leader; however, the district does have a support structure in place to provide targeted, ongoing support to the new principal. However, should the district have to hire a principal, the district will seek qualities of a turnaround leader identified through Public Impact (2008): Driving for Results; Influencing from Results; Problem Solving; Showing Confidence to Lead. Following more guidance from Public Impact (2007) published in the Turnaround Leader Toolkit, the district will develop a hiring process designed to serve as a School Turnaround Leaders Selection Preparation Guide, which presents a Behavior Events Interview as a model for selecting leaders with the capacity for turnaround. In addition to the BEI, the district will also include as a requirement that applicants provide evidence demonstrating their track record of success in improving student achievement.

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

The structure of the BEI protocol is evidence-based.

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

b) Instructional Staff

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

(1) Instructional Staff Recruitment

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

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

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

☐ YES

☒ NO

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

(2) Applicant Evaluation

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

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

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

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

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

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

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

c) Financial Incentives for Principal and/or Instructional Staff

(1) SIG-Funded

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

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

1. School level incentives which will be given to all staff at the school for performance of the school at the school level
2. Group level incentives which will be given to employees based on performance of each separate grade and each separate subject area. Group level incentives may not be offered to grade and subject areas that do not participate in the selected student assessment areas
3. Individual level incentives will be given to individual teachers in assessed areas.

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

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

(2) Non-SIG-Funded

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

☒ YES

☐ NO

If additional incentives are available, please describe.

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

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

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

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

2.

3. Employment Policies

a) Placement

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

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

b) TRANSFORMATION/EARLY LEARNING ONLY: Evaluation Policies

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

☒ YES

☐ NO

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

c) TRANSFORMATION/EARLY LEARNING ONLY: Financial Rewards

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

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

1. School level incentives which will be given to all staff at the school for performance of the school at the school level
2. Group level incentives which will be given to employees based on performance of each separate rde and each separate subject area. Group level incentives may not be offered to grade and subject areas that do not participate in the selected student assessment areas
3. Individual level incentives will be given to individual teachers in assessed areas.

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

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

a) Opportunities for Promotion and Career Growth

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

Question	Formal	Informal
What leadership opportunities are available to teachers?	To capitalize on the strengths of our staff, NPJH recognizes the need to tap into our teacher leaders. These teachers are given opportunities to share and	Informal opportunities include but are not limited to: Serving as a member of the school leadership team; member of superintendent' advisory council, participating

	<p>hone their leadership skills in some of the following roles:</p> <p>Serve as a model classroom site, demonstrating for others effective teaching practices and behaviors</p> <p>Instructional Coach: a classroom teacher may be selected to serve in this school-based position designed to support teachers with curriculum, instruction, assesment</p> <p>School Leadership Team Member, which is involved in schoolwide decisions and programming, based on multiple data points</p> <p>Other opportunites include: Participation in Mississippi's Alternate Path to School Leadership Program</p> <p>Serve as mentor to a new teacher</p> <p>Faculty meeting facilitator</p> <p>PLC facilitator</p>	<p>in instructional learning walks; serving on district curriculum committee</p> <p>Serving as the school representative on the P-16 Community Engagement Council</p>
What opportunities, particularly decision-making roles, exist for highly effective teachers to help shape the reform effort?	Roles in which teachers can participate in decision-making include grade level team leader and department chair. In these roles, the teacher leader facilitates the session, leading their peers in data rich conversations around student learning.	Informal opportunites include conversations with entire faculty and staff regarding decisions that will have schoolwide implications. We will seek out our teacher leaders and give them an opportunity to lead, thereby grooming them and building a repertoire of future leaders for us.
How would a teacher receive	Opporutnies are share through email	Weekly staff bulletins; advertising of professional

access to these opportunities?	correspondence, recommendations from building administrators, announced during monthly board meeting, personal invitations from school or district leaders, and bulletins.	development and leadership programs
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b) TRANSFORMATION/EARLY LEARNING ONLY: Termination

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

Employee	Definition of "ineffective"	Process for identifying "ineffective" staff	Definition of "Ample Opportunities"	Termination	
				Dismissal	Non-Renewal
	<i>What is the school's definition of an "ineffective" employee?</i>	<i>What is the school's process for identifying "ineffective" employees?</i>	<i>How does the school define "ample opportunities for employees to improve their professional practice" prior to termination?</i>	<i>What is the school's process for dismissing "ineffective" employees mid-contract?</i>	<i>What is the school's process for non-renewing "ineffective" employees?</i>
Leader	Does not demonstrate high expectations for all learners; fails to demonstrate evidence of ensuring students are learning and meeting expected rates	<ol style="list-style-type: none"> 1. Leaders strengths and weaknesses are identified based on school data. 2. Goal setting meeting takes place. 3. Building observations take place using the NPSD Board Adopted Evaluation Instrument. 4. Report card for school leaders are generated. 5. When goals or standards are not met based on data, leaders are place on a success plan. 6. Guidance is provided during the process. Leaders are 	The school leader will progress through two forms of improvement. Success Plan and Intensive Growth Plan. During each phase, the leader will be assigned a mentor who has demonstrated success as a	<ol style="list-style-type: none"> 1. The superintendent will gather evidence to support dismissal. 2. Inform school leader concerning employment status. Offer opportunities for resignation depending on the severity of the dismissal and provide due process of law information. 3. Superintendent makes recommendation to the board to terminate or submit 	<ol style="list-style-type: none"> 1. The superintendent will gather evidence to support a non-renewal. 2. The school leader will be informed before February 1st of the non-renewal and given the right to due process. 3. The superintendent will make a recommendation for non-renewal to the board or submit a letter of resignation requested by the school leader.

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

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

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

C. Organizational Structures and Management

1. Governance

a) Proposed Governance Structure

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

(1) TURNAROUND ONLY: New Governance

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

b) District-Level Staff

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

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

Position	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>How will a person in this position support SIG implementation? Describe briefly.</i>	<i>Who does a person in this position report to? (Must align with lines of reporting in the organization chart)</i>
Superintendent	District Maintenance	Provides oversight for all improvement efforts and make available all necessary resources for effective implementation of the SIG intervention model; communicates a compelling vision	Board of Trustees
Assistant Superintendent/District Turnaround Officer	District Funds	Will serve as the District Turnaround Officer responsible for monitoring the implementation of the model from the district level; will serve as liaison between the district and the principal; will provide	Superintendent

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

c) TURNAROUND/TRANSFORMATION ONLY: School Autonomy

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

How will the principal/leadership team at the school building have autonomy in the following:		How will this autonomy be dependent on the results of accountability measures, including, but not limited to, test scores, teacher or student attendance rate, or discipline data?
Staffing decisions, such as hiring, placement, and termination	The principal will have autonomy in the hiring, placement, and termination of employees that are in accordance with Board Policy and provided his decisions lead to improved student outcomes.	NPSD believes that autonomy comes with responsibility. As such, the principal will be expected to meet his growth goals/targets and will be provided with all the necessary resources to turnaround the school. However, in the event, that the sufficient progress towards meeting leading indicator or achievement goals.
School time, such as school calendar, schedules for the school day, etc.	The principal will have autonomy over how the time is structured within his school day and will have autonomy over the structure of the extended year that is part of this application	The principal, in collaboration with the Superintendent and District Implementation Team, will establish interim (quarterly) goals in addition to the end of year goals that are set. A quarterly review will be held to measure if sufficient progress is being made towards effective implementation of use of the flexibility in school schedule and extendend year.
School procedures, such as course offerings, curriculum materials, discipline, etc.	The principal will have autonomy to determine course offerings, course materials, and discipline at the school in accordance with policy	Continued autonomy will be based on the progress towards meeting leading and achievement indicators goals. Particular goals to be measured include progress on benchmark assessments. With autonomy course offerings and curricular materials, discipline, the school

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

2. External Providers

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

a) Contract for Daily Management and Operations

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

N/A

b) Contract for Specific Services

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

External Provider for ELA, Math, and Science will be requested to help improve teacher quality and assist with evaluating teacher capacity to provide rigorous instruction aligned to the MSCCRS. External providers will be expected to provide professional development at most twice a month for 8 months. These sessions will consist of full or half day meetings that include one-on-one, teacher assistance, large groups, and modeling best practices. An external provider for ELA, MATH, and Science are all needed due to the consistent low proficiency percentages in grades 6-8.

c) Scope of Work

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

ELA:

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

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

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

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

Literacy standards across Core Content Areas

Performance Tasks and Scoring Rubrics

Effective Technology Integration

Student Engagement and Motivation

Higher Order Questioning and Problem Solving

Math:

Customize math professional development and remediation sessions for grades 6-8 teachers and students at North Panola School District from the goal performance areas below:

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

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

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

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

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

Science:

Customize science professional development and remediation sessions for grade 8 science teachers and students at North Panola School District from the goal performance areas below:

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

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

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

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

3. School Climate**a) Needs**

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

As the district brought about rapid change this year, the teacher turnover rate has more than doubled from the previous year, giving the school a 43% turnover rate. Coupled with less than 5 years' teaching experience provides for an instability in culture. When surveyed, more than 80% of the staff surveyed reported students' attitude towards school being the most difficult part of their job this year. The other area was lack of parental involvement.

Discipline is a concern for the school. The school has already received 437 office referrals this year, ranging from about 13 incidents in one month to a high of 81 referrals in another month. In reviewing the data more closely, 6th and 8th grade have the highest number of referrals. At the time of this application, the school has a recorded 2,429 unexcused student absences and a total of 697 excused absences with a total of 3, 126 student absences through the end of April,

this results in a loss of 18, 964 hours instructional time. A breakdown by grade shows that the 7th and 8th grade have 833 unexcused absences this year. More than 95% of the staff who were surveyed in April reported that dealing with students' attitude towards school was the most difficult part of teaching this year. Compounding these challenges is turnover at the classroom level. All this data suggests point to the same need: the culture must be transformed to an environment that make students and teachers want to come to school.

b) Addressing School Climate Needs through SIG

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

Using federal funds, the district has hired a Behavioral Specialist (Dean of Students) that will provide proactive leadership to engage stakeholders in the delivery of programs and services to support student's academic achievement, personal, and social development. At the start of the school year, the Behavioral Interventionist will develop and coordinate the school climate committee that will address discipline, truancy, and school morale. The committee will review discipline data to determine which student behavior and concerns are consistent in various locations, times, etc. throughout the building. Interventions and strategies will be developed for each setting using a school matrix. The committee will provide professional development concerning the implementation of strategies to be used to de-escalate disciplinary problems for each area of the school. The following will be developed and carried out by the School Climate committee:

- PBIS – Positive Behavioral Interventions and Supports – This will provide clear expectations of students and teachers. The program will include incentives and positive ways to respond to negative behaviors of students. A school matrix will be developed as a result of school's needs.
- Implement, Monitor, and Evaluate the program Capturing Kids Hearts (CKH) – The committee will be responsible for ensuring the program is being implemented with fidelity and evaluating the effectiveness of the program using discipline data reports and teacher referrals.
- The Behavioral Interventionist (Dean of Students) will work with both the district's Truancy Officer and School Counselor to track and contact parents of students who are not at school, and develop attendance contracts with parents and students that outlines attendance goals. In addition, the Dean of Students will create an incentive program to reward students when they have reached their goal.

The School Climate Committee will address teacher morale/attrition by first assessing the current climate, creating shared personal visions and values collaboratively together as a school, and ensuring the faculty and staff work together to build a positive climate. The

committee will use book studies as a strategy to help the faculty and staff examine their work ethics and beliefs concerning how they perceive the work environment and what actions should be taken to build a better school climate. Teacher recognition and incentive programs will be created to reward teachers for their efforts and accomplishments.

D. Support for Teaching and Learning

1. Professional Development

a) Create Professional Development

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

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

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

the Deputy Superintendent assumes the responsibilities of a curriculum and instruction director and is responsible for district-wide professional development, in collaboration with other key central office administrators and feedback from principals and teachers. At the building level, the principal and his Core Instructional Leadership Team organize PD that is based on student .

b) Embed Professional Development

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

Ongoing professional development will become a norm at NPJH and will be provided by the building administrators, instructional coaches, data specialist, and district leaders. In addition, external coaching support will be brought to provide specialized training that may be needed. Teachers participate in instructional strategies meeting weekly which have structured agendas. This meeting will be enhanced by participation from someone with content area expertise. These meetings are part of our routine and will continue to be throughout SIG. As coaching sessions are held, an administrator, coach, or district turnaround officer will follow up to ensure that learning is being transferred into the classroom. Technical assistance will be ongoing from

the external provider the first year with a decrease each year after that. Assessing content, materials, and other resources for standards-alignment will become standard into everyday practice.

c) Link Professional Development to Evaluation Results

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

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

d) Staff Involvement

How are staff involved in the design of professional development?

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

e) Alignment with Instructional Program

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

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

2. Time for Faculty Collaboration

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

Type of Meeting	Leader	Frequency	Length	Purpose
<i>Group of faculty to meet</i>	<i>Who will facilitate this meeting?</i>	<i>How often does this team meet?</i>	<i>How long does each meeting last?</i>	<i>What is the focus of the meeting?</i>
Grade-level	Instructional Coaches	Monthly	50 minutes	To plan lessons, develop assessments using common assessment bank, examine student level work to determine if classroom instruction needs adjustment, and to build collaboration and offer opportunities for mentoring
Department-level (if applicable)	Grade level chairs	Bi-weekly	120	Ensure a spiraling curriculum and provide seamless services
Special services	Grade-Level Chair	Bi-weekly	50 minutes	Compliance with IDEA laws and district policy; identify progress towards meeting goals
All faculty	Principals	Bi-weekly	50 minutes	Varies
Professional Learning Communities	COACHES	CURRICULUM INSTRUCTION ASSESSMENT	50 minutes	Using assessment results to drive instruction
Vertical Team Meetings	Administrator and Instructional Coaches	Quarterly	120 minutes	Ensuring curriculum is vertically aligned across all grades for ELA, math, and science with social studies integrated into ELA classes

E. Family and Community Engagement

1. Community-School Relations

a) Family and Community Satisfaction

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

Parent surveys are sent home to parents or made available via online through survey monkey.

These surveys used by school personnel to make informed decisions concerning school improvement efforts. The parent survey consists of 16 questions that captures the scope of the education program being offered. Parents are asked to respond to questions concerning students' attitudes about learning, funding for instructional programs, support services needed, school climate, parental involvement efforts, school and home communication efforts, and parent training.

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

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

b) Complaint Procedures

How are complaints from families or community members currently addressed?

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

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

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

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

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

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

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

The school will not make any changes to the contract.

2. Services for Families and Community Members Complete the chart below to describe services the school provides to families and community members.

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

		already are in place.
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1. Engagement in School Improvement

a) Parent/Family Groups

What organized family groups does the school offer?

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

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

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

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

How will family groups be improved through the SIG program?

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

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

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

How will family groups be improved through the SIG program?

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

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

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

Parent meetings (school level) and Town Hall meeting (district level) will provide awareness of upcoming events and allow parents a voice concerning what's going on in the school. At these meetings, parents will have an opportunity to review data and plans for school improvement. Parents input will be valued as decisions are made by the leadership team. Parent meetings will provide updates after each quarterly assessment for transparency of the data/school progress and input will be solicited to problem-solve ways home and school can will work together to meet goals that have not been met.

F. Sustainability

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

Title I and District dollars

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

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

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

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

Another major component of the sustainability plan is to continuously engage families and the community. The district implemented quarterly community forums this school year as a

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

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

Understanding that SIG funds are only award for four years, the district, has strategically built a plan in which we capitalize on our human resources and invest in programs with high impact but minimal cost. Thus, the district's mindset was to gradually reduce the district's reliance on SIG funds. Instead, we used the funds to give us a boost in areas in which our resources were extremely limited. In year 3 of implementation, the Academic Interventionist will be transitioned to a Title I position. The data specialist position will be integral to the sustainment of our reform, not just at NPJH but districtwide. Therefore, the district is making budgetary plans to begin absorbing the full cost of the position after grant funds end.

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

APPENDICES CHECKLIST

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- ☒ ALL MODELS EXCEPT CLOSURE: Organization chart

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

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

K. Budget

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

Appendix A

Consultation with Stakeholders

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



NORTH PANOLA SCHOOL DISTRICT

Cedric Richardson, Superintendent

Central Office 2

470 HWY 51 North

Sardis, MS 38666

Phone: (662) 487-2305

Fax: (662) 487-2050

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

"Providing a Quality Education for All Students"

School Improvement Grant (SIG) Leadership Meeting

April 13, 2017

Agenda

Facilitated by:

1. Mr. Jamone Edwards (previous SIG Administrator), Assistant Superintendent
2. Dr. Wilner Bolden III, Deputy Superintendent/Federal Programs Director

I. North Panola Junior High (Identified as a Priority School)

1. MDE has identified NPJH as Priority School
2. What does Priority means?

II. School Improvement Grant (SIG)

1. What is the School Improvement Grant (SIG)?
2. Turnaround Model
3. Transformational Model
4. Whole-School Reform Model
5. Closure Model

III. Discussion concerning suggested model that will benefit North Panola Junior High

IV. Questions or concerns



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Cedric Richardson, Superintendent

Central Office 2

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Sardis, MS 38666

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Fax: (662) 487-2050

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

"Providing a Quality Education for All Students"

DISTRICT AND SCHOOL LEADERSHIP MEETING

North Panola Junior High

April 13, 2016

Priority Schools: Requirements

LEA and School:

- Parent notification explaining designation as priority school
- Set aside of up to 20 percent of District's Title I basic funds which must be used to implement intensive interventions at the identified priority school(s) that address all turnaround principles and are aligned with the comprehensive needs assessment (Transformation Plan)
- Conduct comprehensive needs assessment
- Develop and implement a Transformation Plan that is aligned with turnaround principles; addresses areas of deficiency; defines continuous improvement objectives and a system for continuous monitoring and evaluation of the school's transformation plan
- Establish annual goals for leading and lagging (achievement) indicators
- Approval of the **Transformation Plan** by the local school board
- Establish a **Community Council** that meets consistently and actively participates in the school transformation process
- Develop a teacher and principal evaluation system that includes student achievement as a significant component
- Implement Mississippi **SOARS/Indistar** online system for planning, monitoring, and reporting progress
- Establish an office/staff within the LEA to provide oversight for the implementation and ongoing monitoring of the school's transformation plan



School Improvement Grant

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



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Transformation/Turnaround Comparison

Required activities for one or both models	Turnaround	Transformation ✓
Principals: Replace principal and provide operational flexibility to new principal (including budget); provide ongoing leadership development to create effective leaders	Required	Required
Teachers: Implement new evaluation systems of teachers based on locally adopted competencies; use student growth data as one factor in evaluating teacher performance	Requires evaluation and rehiring of teachers—can rehire no more than 50 percent of current teachers	Requires new teacher evaluations but no rehiring—can retain all current teachers
District Role: New governance in which district creates a school turnaround office/district turnaround leader	Required	Required *
Data Use: Use data to identify and implement an instructional program that is research based, vertically aligned, and aligned with state academic standards	Required	Required
Professional Development: Ongoing, high quality, job-embedded professional development aligned with instructional program	Required <i>Simon Bridge</i>	Required]
Increased Learning Time	Required	Required

Required activities for one or both models

Meet social/emotional needs of students

Turnaround

Provide appropriate social/emotional community services

Transformation

Provide mechanisms for family and community engagement



NORTH PANOLA SCHOOL DISTRICT

North Junior Panola High School

526 Compress Road.

Sardis, MS 38666

Phone: (662) 526-5938

Fax: (662) 526-5990

Michael Britt, Interim Principal

"Providing a Quality Education for All Students"

MEETING: SIG Introductory Meeting
DATE: Thursday, April 13th 2017

Members Present:

Y	N	Name	Facilitator	Recorder	Other
X		Dr. Bolden	x		
X		Jamone Edwards			
X		Ralenna Edwards			
X		Robin Oatis			
X		Anterior Ballentine			
X		Michael Britt			
X		Olivia Gonsalves (RECORDER)			

Time	Topic	Lead Person	Method
12:00PM	Welcome and Intro	Dr. Bolden	
12:05PM	SIG Overview	Mr. Jamone Edwards	
12:10PM	Discussion of Needs— Professional Development	Mr. Jamone Edwards	
12:15PM	Question—How long does the grant last? What to do with supplemental staff?	Ms. Ralenna Edwards	
12:20PM	Increased Learning Time	Mr. Jamone Edwards	
12:25PM	Evidence-Based Interventions	Dr. Bolden, Mr. Britt	
12:35PM	Future Steps & Closing	Dr. Bolden, Mr. Edwards	

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Topic	Procedure	Results
Welcome and Intro	Discussion	Dr. Bolden explained why this group of staff members had been called together, and summarized the SIG that NPJHS will be applying for.
SIG Overview	Discussion	Mr. Edwards reviewed the basics of the School Improvement Grant, explaining the accountability that is affiliated with being awarded the SIG funds. Described Mississippi SOARS and reviewed our autonomy to choose our own model—NPJHS will apply under the Transformation model. The team reviewed the expectations to follow the Transformation model.
Discussion of Needs—Professional Development	Discussion	Mr. Edwards discussed multiple forms of PD that we could consider investing in. Examples included PD 360 (video program) Capturing Kids Hearts, Campus By Design.
Question—How long does the grant last? What to do with supplemental staff?	Discussion	<p>Q: Ms. Edwards asked—how would we handle the hiring of new staff members if the grant money will eventually stop coming?</p> <p>A: Mr. Edwards explained that applications would specify that the position if grant-funded and applicants will need to understand that the position may not last past the grant. Mr. Edwards explained that the grant could last 3 to 4 years. Mr. Edwards also spoke to the SIG that was awarded to the high school, and how they incrementally let grant-funded personal go so that the building was not hit too hard when the grant ended.</p> <p>Dr. Bolden—requested that we think about what we could do with the funds that would not have to end when the grant does—what resources can we gather that can be maintained?</p>
Increased Learning Time	Discussion	Mr. Edwards—spoke to the part of Transformation model that requires Increased Learning Time—explained that we already meet the required time. Mentioned Summer Bridge program at the high school. Reminded the team that we must also be thinking about social-emotional learning.
Evidence-Based Interventions	Discussion	<p>Dr. Bolden explained that all elements of proposal must be backed by evidence. For instance, TFA Math teachers are evidence-based but ELA teachers are not.</p> <p>Mr. Britt—also said that evidence should prove success in similar areas. Demographics must equate to ensure success.</p>
Future Steps & Closing	Discussion	Mr. Edwards asked about when we should know if we are awarded the funds. Dr. Bolden explained that we would hear sometime in June or July.

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		Proposal is due by May 8 th .
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Next Meeting(s):

Date	Time	Location
TBA—group members are aware that we will be meeting again soon.		



NORTH PANOLA SCHOOL DISTRICT

North Panola Junior High

526 Compress Road

Como, MS 38619

Phone: (662) 526-5938

Fax: (662) 526-5990

Michael Britt, Interim Principal

"Providing a Quality Education for All Students"

Staff Meeting Sign-In Sheet

Tuesday, April 25, 2017

3:00 p.m.

Agenda

1. Welcome
2. Focus for the "Home Stretch"
3. Contracts will be passed out on Thursday... must be returned by May 10, 2017
4. Priority School Designation
 - MDE has Identified North Panola Junior High as a Priority School
 - SIG (School Improvement Grant) Application Process
5. What does "Priority School" mean?
 - This status is assigned to the lowest-performing 5% of schools in the state
6. Evidence-Based Intervention Models
 - Turnaround Model
 - Transformation Model **
 - Whole-School Reform Model
 - Closure Model
7. SIG (School Improvement Grant) Application
 - Minimum of \$50,000 per year
 - Duration of Grant: 3-4 years... funding decreases each year
 - How can funds be used?
8. Upcoming Events
 - Priority Schools Parent/Community Meetings (Wednesday, April 26 @ 1:30 & 5:00)
 - NPJH Prom – Saturday, April 29, 2017 @ 6:00 p.m.
 - 8th Grade Class Tournament – Friday, May 5, 2017 after lunch
 - 7th Grade Class Tournament – Monday, May 8, 2017 after lunch
 - State Testing begins Tuesday, May 9, 2017
9. Dismissal

Quote for the Day:

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

Jacques Barzun

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NORTH PANOLA SCHOOL DISTRICT

North Junior Panola High School

526 Compress Road.

Sardis, MS 38666

Phone: (662) 526-5938

Fax: (662) 526-5990

MEETING: Staff Meeting – SIG Designation

DATE: Tuesday, April 25th at 3:00 p.m.

Present:

Y	N	Name	Facilitator	Recorder	Other
X		Mr. Michael Britt (NPJHS Interim Principal)	x		
X		Olivia Gonsalves		x	Teacher
X		Mattie Fenner			Teacher
X		Lisa Whitehead			Teacher
X		Cher Tramel			Teacher
X		Jessica Munoz			Teacher
X		Ralanda Smith			Teacher
X		Anterior Ballentine			Teacher
X		Sarah Haden			Teacher
X		Eillenne Planchet			Teacher
X		Linda Sanders			Teacher
X		Robin Oatis			Teacher
X		Betty Anderson Harris			Teacher
X		Trinava Roy			Teacher
X		Brenda Sanders			Teacher
X		Grace Ayer			Teacher
X		Christopher Taylor			Teacher
X		Felicia Holliday			Teacher
X		Chiquita Berry			Teacher

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X		Tierra Gardner			Teacher
X		Takia Wiley			Teacher
X		Deliley Gatson			Teacher

Time	Topic	Lead Person	Method
3:00 PM	Welcome & Words of Appreciation	Mr. Michael Britt	Discussion
3:01 PM	Focus for the "Home Stretch"		
3:06 PM	Contracts will be passed out Thursday. There is a 10 day time period to sign and return them. If a contract is not signed and returned within that 10 day period the district will declare a vacancy for that position.	Mr. Michael Britt	Discussion
3:10 PM	Priority School Designation	Mr. Michael Britt	Discussion
3:14 PM	What does "Priority School" mean?	Mr. Michael Britt	Discussion
3:18 PM	Evidence-Based Intervention Models	Mr. Michael Britt	Discussion
3:32 PM	SIG (School Improvement Grant) Application	Mr. Michael Britt	Discussion
3:40 PM	Upcoming Events	Mr. Michael Britt	Discussion
3:45 PM	Questions & Concerns	Various Staff Members	
4:00 PM	Dismissal		

Topic	Procedure	Results
Welcome & Words of Appreciation	Discussion	Mr. Britt began the meeting by welcoming all staff persons. He also shared words of appreciation for the job that the staff was doing, saying that this had really been a difficult year and that he really appreciated that fact that this staff had shown quite a bit of "grit" throughout the process.
Focus for the "Home Stretch"	Discussion	Mr. Britt spoke to the staff about the need to stay focused as we approach the "home stretch". He said that this is the time of the year when students have the tendency to try to "push the boundaries". We simply have to monitor students' behavior extremely close and not allow for "down time" where students can become discipline issues. Now, more than any time this school year, we must be on top of our responsibilities as educators, instructionally and behaviorally.
Priority School Designation	Discussion	Mr. Britt informed the staff that NPJHS had been designated as a "Priority School" by the Mississippi Department of Education due to the schools' poor academic performance on last year. Mr. Britt explained that because of our priority school status, we qualify to make application for a (SIG) School Improvement Grant.

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What does "Priority School" mean?	Discussion	Being designated as a "Priority School" means that NPJHS is in the lowest 5% of schools in the state of MS, based on state test scores from last year.
Evidence-Based Intervention Models	Discussion	Mr. Britt reviewed different models for the SIG, and explained why the Transformation Model was selected for NPJH. Mr. Britt explained that the Transformation Model was chosen due to the requirements for Principals and Teachers. Mr. Britt explained that we must focus on a model that will work specifically for the demographics of our students, plus for the rural communities that NPJHS serves. Mr. Britt explained that in 2009, North Panola High School was awarded a SIG and chose the transformation model which proves the success of the model for North Panola students. During the time that NPHS was a SIG school the accountability rating moved from a "D" to a "B". Currently they are rated as a "C" level school.
SIG (School Improvement Grant) Application	Discussion	School Improvement Grants (SIG) are federally funded competitive grants which may be applied for. Only schools that have been assigned a "Priority status" can apply. When applying for a SIG grant there is a tremendous amount of documentation that must be included. Meetings with all stakeholders (district personnel, school-level personnel and parents/community persons) must be conducted to discuss the "Priority Status" of the school and to allow all stakeholders to share their thoughts about what the needs of our school are. Mr. Britt explained that the deadline for submitting the grant is May 8 th which consists of a lengthy application. Mr. Britt also explained that the North Panola School District will be losing about \$500,000 in funding next year, with \$250,000 being cut from federal funds and another \$250,000 being cut from MAEP. With this in mind, the need for SIG funding becomes even greater. NPJHS will be applying for approximately \$400,000 for the first year of the grant, with the amount declining each year for 3 years. The fourth year of the grant will be focused on sustainability of changes within the school. Mr. Britt also added that one cost which would be funded with SIG funds would be the hiring of a data specialist who would be responsible for tracking progress on the "leading and lagging indicators" and the compilation and analysis of all of the data that must be maintained with the grant. . He also stated that there was a great need for a school interventionist which could also be funded through the SIG. Mr. Britt spoke to the need for Professional Development within the building, especially considering that many of the teachers at NPJHS are young teachers. Mr. Britt explained that consultants are often incredibly expensive, and SIG funds will help tremendously with off-setting PD costs. Focus on Social/Emotional Programming—Mr. Britt spoke to the required delegation of SIG funds to social/emotional programming. Mr. Britt spoke specifically to the need of including more parents and bridging the gap between community members and the school. The P-16 Community Engagement Council will have to become more active next year. Incentives for Teachers—SIG requires that a portion of the funds be used for teacher incentives, possibly in the areas of teacher attendance and student achievement. There might be a possibility of signing bonuses for teachers as well.

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Questions & Comments	Discussion	Mrs. Harris asked if the grant would require extending the school day. Mr. Britt stated that the grant does require additional instructional time. He said the state requires a minimum of 330 minutes of instruction daily. NPJH currently exceeds that and will be adding a little more time into its daily schedule for next year because the plan is to add the "Intervention Period" back into the daily schedule. Additional instructional time will be acquired thru a summer program for next year as well. In addition, additional PD time for teachers will take place two days each week after school. Board policy already requires teachers to be on campus until 3:45 p.m. Monday-Thursday. Therefore, two days will be designated for: 1) cross-grade level planning and 2) using data analysis to drive instruction. This is in addition to the two days scheduled each week during the regular day for Professional Learning Communities (PLC's) within content areas. Mrs. Smith asked when we would know if we had received the grant. Mr. Britt said that schools would be notified in June.
Upcoming Events	Discussion	Mr. Britt reminded staff of the following upcoming events: <ul style="list-style-type: none"> • Priority Schools Parent/Community Meeting on tomorrow At 1:30 and again at 5:00 • NPJH Prom – Saturday at 6:00 p.m. in the cafeteria • 8th Grade Class Tournament – Friday, May 5, 2017 after lunch • 7th Grade Class Tournament – Monday, May 8, 2017 after lunch • State testing begins Tuesday, May 9, 2017
Dismissal		Mr. Britt dismissed the meeting at 4:00 p.m.

Next Meeting(s):

Date	Time	Location
Tuesday, May 2, 2017	3:00	Ms. Haden's room



NORTH PANOLA SCHOOL DISTRICT

North Panola Junior High
526 Compress Road
Como, MS 38619
Phone: (662) 526-5938
Fax: (662) 526-5990

Michael Britt, Interim Principal

"Providing a Quality Education for All Students"

Friday, April 21, 2017

Dear Parents or Guardians,

I am sending this communication to you as a "special invitation" to attend a meeting to discuss the Priority status of North Panola Junior High School. As a Priority school, our school will be applying for a SIG (School Improvement Grant) to assist us with the implementation of a school-wide intervention. If approved, North Panola Junior High School will receive a substantial amount of money to be spent over the next three years. The grant would allow us to implement evidenced-based interventions in an effort to improve student achievement and the overall academic rating of our school.

The meeting will take place on Wednesday, April 26, 2017. I have scheduled two (2) meeting times to better accommodate attendees: 1:30 and 5:00. The meetings will be held in the school cafeteria. This will be an opportunity for parents and community members to share ideas concerning what can be done to improve the overall academic success of our students. Parent and community input is a vital part of the SIG application process. Therefore, I encourage each of you to be in attendance if possible. Although the current accreditation status of our school not good, I believe that with SIG monies we can put a plan in place that will absolutely assist our efforts in moving our school forward. This is an "opportunity of a lifetime" for our school and we simply can not let it pass us by. I look forward to seeing each of you at the meeting.

Respectfully Yours,

Michael R. Britt
Interim Principal



NORTH PANOLA SCHOOL DISTRICT

North Panola Junior High
526 Compress Road
Como, MS 38619
Phone: (662) 526-5938
Fax: (662) 526-5990

Michael Britt, Interim Principal

"Providing a Quality Education for All Students"

Priority School Designation/SIG Grant

Parent/Community Meeting

Wednesday, April 26, 2017

1:30 p.m. and 5:00 p.m.

Facilitator: Michael R. Britt, Interim Principal

Agenda

1. Welcome
2. Purpose of Meeting
 - MDE has Identified North Panola Junior High as a Priority School
 - SIG (School Improvement Grant) Application Process
3. What does "Priority School" mean?
 - This status is assigned to the lowest-performing 5% of schools in the state.
4. Evidence-Based Intervention Models
 - Turnaround Model
 - Transformation Model **
 - Whole-School Reform Model
 - Closure Model
5. SIG (School Improvement Grant)
 - Minimum of \$50,000 per year
 - Duration of Grant: 3-4 years... funding decreases each year
 - How can funds be used?
6. Complete "Share Your Thoughts" section below and return to Mr. Britt
7. Dismissal

Share your thoughts on what you think the 3 "greatest needs" are at NPJH?

- 1.) _____
- 2.) _____
- 3.) _____

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"Leadership, Collaboration, Innovation"*

States are to provide subgrants to local educational agencies for the purpose of improving the quality of instruction and raise the academic achievement of students in the state's persistently lowest achieving schools. An SEA must —give priority to the local educational agencies with the lowest-achieving schools that demonstrate:

(A) the greatest need for such funds; and

(B) the strongest commitment to ensuring that funds are used to substantially raise student achievement and meet the goals under school improvement, corrective action, and restructuring.

Under the final requirements published in the Federal Register on October 28, 2010, School Improvement Grant (SIG) funds are to be focused on Tier I, Tier II, and Tier III schools that commit to implement one of the four intervention models – turnaround, transformation, restart, closure. Funding for the full three years is contingent upon the schools meeting established performance indicators or on a trajectory to do so, as they implement rigorous interventions.

Priority Schools - School Improvement Grants (SIG) 1003(a)

Priority Schools are identified as the lowest- performing five percent of schools in the State. The non-SIG Priority schools receive technical assistance and continuous monitoring services, based on SIG turnaround principles. State and local funds, along with up to 20% of the districts' Title I, Part A budget and portions of the 1003a set-aside, are leveraged to implement the turnaround principles in the non-SIG funded schools.

All Priority Schools are required to notify the parents of all students enrolled in the school of the Priority designation within 30 days of receiving notification. Each district will establish a community-based pre-kindergarten through higher education council (MS Code 37-18-5(4)) that is representative of a diverse segment of the school's stakeholders. The council will serve in an advisory capacity in the design, implementation, and monitoring of the school's transformation plan. Council members, parents, and community members will have access to MS SOARS and the Children's First annual report of academic progress, school demographics, and other key information.

2016-17 SIG Monitoring Plan

SIG Monitoring Schedule - 2017

OSI Handbook_FINAL

Priority Schools: Requirements

Leading and Lagging Indicators

Criteria for Exiting Priority School Status

MDE Hot Topics

- Application for State Approved Restraint Training Program
- Charter Schools
- Early Learning Collaborative Act
- Every Student Succeeds Act (ESSA)
- Graduation Options
- Literacy-Based Promotion
- Mississippi College and Career ready Standards
- Reading and State Standards Educator Resources
- State Board of Education Policy Manual

MDE News

MDE Releases Findings of Financial and Federal Programs Compliance Audits
Apr 20, 2017

Mississippi Teachers Awarded College Board AP Summer Institute Scholarships
Apr 20, 2017

MDE Announces 2nd Annual Literacy Coaching Symposium in Biloxi
Apr 14, 2017

MDE Quick Links

- Professional Development Calendar
- Request Professional Development
- EdUpdate
- Family Guides to Student Success
- Mississippi School Superintendents
- Mississippi Board of Education Agenda
- Mississippi Exemplar Units and Lessons
- Mississippi Virtual Public School
- Mississippi E-Learning for Educators
- APA Notification Listserv Signup
- GoSignMeUp Registration
- State, District, and School Report Cards
- 2017 Legislative Reports

Office of School Improvement P.O. Box 771 Jackson, MS 39205-0771 Phone: (601) 359-1003 Fax: (601) 576-3515

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School Improvement Grants (SIG) Information Center 1003 (g)**Archive**

- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011

PowerPoint Presentation	Guidance Webinar
SIG Informational PowerPoint - April 3, 2017	SIG Informational Webinar - April 3, 2017
LEA Plan Overview Guidance	LEA Plan Overview Guidance
Transformation Model School Proposal	Transformation Model School Proposal
Turnaround Model School Proposal	Turnaround Model School Proposal
Pathways to Success (Career Pathways) Model School Proposal	Pathways to Success (Career Pathways) Model School Proposal
Early Learning Model School Proposal	Early Learning Model School Proposal
Whole School Reform Model School Proposal	Whole School Reform Model School Proposal
Closure Model School Proposal	Closure Model School Proposal
SIG Budget Guidance	SIG Budget Guidance
SIG Rubric Guidance	SIG Rubric Guidance
SIG Training - Performance Framework Guidance	Performance Framework

School Improvement Grant (SIG) RFP (LEA Application)

FY2015/FY2016 LEA Application Toolkit

SIG Non-Regulatory Guidance March 2015

FY2015-FY2016 School Improvement Grant Rubrics

- School_District_R1_Closure_60Percent_March_2017
- School_District_R1_EarlyLearning_60Percent_March_2017
- School_District_R1_Pathways_60Percent_March_2017
- School_District_R1_TRANS1_60Percent_March_2017
- School_District_R1_TURN1_60Percent_March_2017
- School_District_R1_WholeSchool_60Percent_March

School Improvement Grant (SIG) Reset List of Eligible Schools – March 2017 (Round 2)

- Reset List of Eligible Schools-March 2017

School Improvement Grant - Round 2 FAQs

School Improvement Grant List of Eligible Schools (Round 1)

- 2015-16 SIG Eligible Schools

Priority Schools-School Improvement Grants Information Center 1003(g)

The School Improvement Grants (SIG) program is authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). SIG funds provide an unprecedented opportunity for educators to implement innovative strategies to improve education for academically at-risk students and to close the achievement gap in Title I schools. With the unprecedented funding for school improvement initiatives, comes additional responsibility for schools to demonstrate transparency and accountability to the general public while investing wisely in research based strategies that will strengthen education, drive reforms, and improve results for students.



School Improvement Grant

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



MISSISSIPPI
DEPARTMENT OF
EDUCATION

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Transformation/Turnaround Comparison

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



NORTH PANOLA SCHOOL DISTRICT

North Junior Panola High School

526 Compress Road.

Sardis, MS 38666

Phone: (662) 526-5938

Fax: (662) 526-5990

MEETING: SIG Community Input Meeting
DATE: Thursday, April 27th at 1:45PM and 5:00PM

Members Present:

Y	N	Name	Facilitator	Recorder	Other
X		Mr. Michael Britt (NPJHS Interim Principal)	x		
X		Mrs. Armstead (NPJHS Guardian)			
X		Ms. Reed-Johnson (NPJHS Grandparent)			
X		Ms. Moore (NPJHS Parent)			
X		Ms. Ralenna Edwards (NPJHS Instructional Coach)			
X		Ms. Olivia Gonsalves (NPJHS Teacher)			
X		Ms. Callicut (Parent Liason)			
X		Mr and Mrs Spears (parents of NPJHS student)			
X		Lowraine Shepherd-Davis			
X		Glendora Dugger			

Time	Topic	Lead Person	Method
1:45 PM	Welcome & Intro to School	Mr. Michael Britt	Discussion

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"Leadership, Collaboration, Innovation"*

	Improvement Grant Community Input Meeting		
2:00PM	Review of SIG Models/ Interventions Must be Evidence-Based	Mr. Michael Britt	Discussion
2:15PM	Review OF <i>Priority Schools: Requirements</i> document	Mr. Michael Britt	Discussion
2:30PM	Professional Development Needs/Teacher and Administrator Turnover	Mr. Michael Britt	Discussion
2:45PM	Final Questions	Assorted Participants	Discussion

Topic	Procedure	Results
Welcome & Intro to School Improvement Grant Community Input Meeting	Discussion	Mr. Britt began the meeting by explaining that NPJHS had been selected as a priority school by the Mississippi Department of Education, meaning that NPJHS is in the lowest 5% of schools in the state of MS, based on state test scores from last year. Mr. Britt explained that because of our priority school status, we qualify for the School Improvement Grant. This meeting has been called in order to gain an understanding of what community members feel that NPJHS needs. Mr. Britt explained that the deadline is May 8 th which consists of a lengthy application. Mr. Britt also explained that the North Panola School District will be losing about \$500,000 in funding next year, with \$250,000 being cut from federal funds and another \$250,000 being cut from MAEP. With this in mind, the possibility of SIG funding was reviewed. NPJHS will be applying for approximately \$400,000 for the first year of the grant, with the amount declining each year for 3 years. The fourth year of the grant will be focused on sustainability of changes within the school. Mr. Britt also added that one cost which would be funded with SIG funds would be the hiring of a grant facilitator, who would be solely responsible for handling paperwork for MDE.
Review of SIG Models/ Interventions Must be Evidence-Based	Discussion	<p>Question from Ms. Moore—Will these funds only go towards NPJHS?</p> <p>Answer from Mr. Britt—Yes, funds will be dispersed to NPJHS solely.</p> <p>Mr. Britt reviewed different models for the SIG, and explained why the Transformation Model was selected. Mr. Britt explained that the Transformation Model was chosen due to the requirements for Principals and Teachers. Mr. Britt explained that we must focus on a model that will work specifically for the demographics of our students, plus for the rural communities that NPJHS serves. Mr. Britt explained that in 2009, North Panola High School was awarded a SIG and proves the success of the model for North Panola students.</p> <p>Mr. Britt also told the community members about the newly hired Principal Mario Keys and Assistant Principal Michelle Prince. Mr. Britt explained that both individuals bring specific strengths to their positions, in both use of data, federal programming, and T.S.T.</p> <p>Mr. Britt spoke to the need for Professional Development within the</p>

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		<p>building, especially considering that many of the teachers at NPJHS are young teachers. Mr. Britt explained that consultants are often incredibly expensive, and SIG funds will help tremendously with off-setting PD costs.</p> <p>Ms. Armstead—shared thoughts on needing to speak with teachers directly about the issues they are experiencing. Mr. Britt showed agreeance.</p> <p>Review of lengthened learning time—Mr. Britt explained that we are now at 364 minutes of school each day, which far exceeds the 330 minute requirement from MDE. With the funds, NP may choose to put funds towards after-school programming and/or a summer program. NPSD's current summer program will most likely be cancelled for this summer, in light of budget cuts.</p> <p>Focus on Social/Emotional Programming—Mr. Britt spoke to the required delegation of SIG funds to social/emotional programming. Mr. Britt spoke specifically to the need of including more parents and bridging the gap between community members and the school.</p>
Review OF Priority Schools: Requirements document	Discussion	<p>Mr. Britt walked meeting participants to look at their handout entitled <i>Priority Schools: Requirements</i>. Mr. Britt explained that LEA represents the responsibilities of the NPSD. Mr. Britt also explained that due to the priority school rating of NPJHS, the district is now required to give 20% of all federal funds to NPJHS. If NPJHS is awarded the SIG, then the 20% allocation is no longer necessary.</p> <p>Mr. Britt—mention of plans to hire an interventionist. Also mentioned that the NPJHS daily schedule will include an intervention period next year. The intervention period will focus on Tier 3 students, and will hopefully be planned in order for teachers to work with small groups of students, especially the interventionist.</p> <p>Question from Ms. Moore—Could we use funding to hire more support personnel?</p> <p>Response from Mr. Britt—we need to be careful about how many staff members we hire since the grant money will run out in 3 years. All staff that are hired with the grant money will be notified at the time of applying that their position is funded by a grant.</p> <p>Comment from Ms. Armstead—students need to be allowed to speak and discuss their way through classwork, especially when first being introduced to material.</p> <p>Response from Mr. Britt—Absolutely, but teachers, especially young teachers, also need to be given PD on how to structure that kind of atmosphere in their classroom.</p>
Professional Development Needs/Teacher and Administrator Turnover	Discussion	<p>Mr. Britt—mentioned that some feedback on Needs Assessment spoke to discipline not being handled quickly enough. Explained that many referrals coming into the office are more reflections of a lack of classroom management than actual student behavior. Mr. Britt explained that classroom management is a learned behavior and that teachers must be</p>

		<p>supported as they develop the necessary skills. Mr. Britt also spoke to his belief that resources + relationships = results. Mr Britt spoke to the importance of teachers having relationships with their students. Mentioned the Capturing Kids Hearts PD that all NPJHS teachers will complete before next school year.</p> <p>Mr. Britt—cited the fact that NPJHS has had 6 principals in the past 4 years and that NPJHS really needs stability. In regards to teacher turn-over, of the 28 teachers at NPJHS last year, 14 of the teachers were first-year. This year, 9 staff members are new. NPJHS must find administrators and teachers that will stay so that the culture of NPJHS can change.</p> <p>Student Attendance—Mr. Britt spoke to the issues of student attendance and mentioned the struggle of finding a balance between discipline, suspensions, and poor overall student attendance.</p> <p>Incentives for Teachers—SIG requires that a portion of the funds be used for teacher incentives, possibly in the areas of teacher attendance and student achievement. There might be a possibility of signing bonuses for teachers as well.</p>
Final Questions/Comments	Discussion	<p>Question from Ms. Edwards—When will we know if we have been awarded the SIG?</p> <p>Response from Mr. Britt—We will hear from MDE sometime in June.</p> <p>Comment from Ms. Armstead—There should also be conversations with teachers about how students are spoken to. Mr. Britt replied with agreeance, saying that money is not a cure all and he is aware of issues throughout the building. Mr. Britt also mentioned that the entire staff will be participating in PD with Capturing Kids Hearts before the start of the new school year. Ms. Armstead also mentioned how she appreciated the after-school program run by Ms Baker.</p> <p>Comment from Ms. Johnson—NPJHS has too few people who are all wearing too many hats. Response from Mr. Britt—Yes. Hopefully SIG funds can help us make those needed changes.</p> <p>Question from Ms Spears—What was the low point for the SIG experience at NPHS?</p> <p>Response from Mr Britt—SIG funds were a huge help at NPHS and the Transformation Model worked very well. NPHS focused on recruiting strong instructional coaches but hired too many new people that could not stay due to funding. We have a limited amount of funds for support personnel, but we also do not want to wear out the same people all of the time.</p> <p>Comment from Ms Spears (offering an idea for improvement next year)—I have noticed a lack of parent-teacher-student contact. Can teachers start issuing out syllabi? Someway to keep students and parents updated? Could we use more textbooks so students can keep them at home?</p>

		<p>Comment from Ms. Callicutt—We all must have compassion for kids and parents. We must work on our relationships with parents as well as the students. We must also focus on how we welcome parents and adults to our building.</p> <p>Comment from Mr. Britt—Absolutely, being a welcoming place for parents is an important part of any school. Strengthening relationships with parents is absolutely a priority for next year.</p> <p>Final Comment from Mr. Britt—Thank you for attending.</p>
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Next Meeting(s):

Date	Time	Location
No further meeting necessary,		



NORTH PANOLA SCHOOL DISTRICT

Cedric Richardson, Superintendent

Central Office 2

470 HWY 51 North

Sardis, MS 38666

Phone: (662) 487-2305

Fax: (662) 487-2050

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

"Providing a Quality Education for All Students"

NORTH PANOLA SCHOOL DISTRICT LEADERSHIP WORK SESSION

North Panola Junior High School Improvement Grant (SIG)

Preliminary Application Planning Meeting

April 13, 2017

Signatures	Position/School
1. <i>[Signature]</i>	<i>NPJH Instructional Coach</i>
2. <i>[Signature]</i>	<i>NPJHS 6th Reading Teacher</i>
3. <i>[Signature]</i>	<i>NPJH Instructional Coach</i>
4. <i>[Signature]</i>	<i>School Counselor</i>
5. <i>[Signature]</i>	<i>Interim Principal</i>
6. <i>[Signature]</i>	<i>Assistant Superintendent</i>
7. <i>[Signature]</i>	<i>Deputy Superintendent</i>
8.	
9.	
10.	
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20.	

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



NORTH PANOLA SCHOOL DISTRICT

North Panola Junior High
526 Compress Road
Como, MS 38619
Phone: (662) 526-5938
Fax: (662) 526-5990

Michael Britt, Interim Principal

"Providing a Quality Education for All Students"

Staff Meeting Sign-In Sheet

Tuesday, April 25, 2017

3:00 p.m.

- | | |
|----------------------------------|--------------------------------|
| 1. <u>Matthew Lee</u> | 16. <u>Grace Ayer</u> |
| 2. <u>Lisa Whitehead</u> | 17. <u>Olivia Gonzales</u> |
| 3. <u>Michelle Miller</u> | 18. <u>Christopher Torgler</u> |
| 4. <u>Cheryl Lamey</u> | 19. <u>Felicia Hollis</u> |
| 5. <u>Aimee Viny</u> | 20. <u>Chiquita Berry</u> |
| 6. <u>Lisa</u> | 21. <u>Shana Gardner</u> |
| 7. <u>Katanda Smith</u> | 22. <u>J. Wiley</u> |
| 8. <u>A. Ballentine</u> | 23. <u>D. Watson</u> |
| 9. <u>Julie Hill</u> | 24. _____ |
| 10. <u>Ellen Hanchet</u> | 25. _____ |
| 11. <u>Linda Sanders</u> | 26. _____ |
| 12. <u>Ralene Oatis</u> | 27. _____ |
| 13. <u>Patty Anderson Harris</u> | 28. _____ |
| 14. <u>[Signature]</u> | 29. _____ |
| 15. <u>Brenda Souders</u> | 30. _____ |



NORTH PANOLA SCHOOL DISTRICT

North Panola Junior High
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Fax: (662) 526-5990

Michael Britt, Interim Principal

"Providing a Quality Education for All Students"

Priority School Designation/SIG Grant Parent/Community Meeting Wednesday, April 26, 2017 1:30 p.m. and 5:00 p.m.

Sign-In Sheet

Name	Representing... (please check one)	
	Parent	Community
Valarie Reed-Johnson	✓	✓
Lula Armstead	✓	
Olivia Gonalves		Teacher
Katrice Howell-More	✓	PTO President
Edwards		NPJH Inst. Coach
Katey N. Callicutt		NPJH Parent Liaison
Mrs. Alice Spars	✓	NPP District
Cynthia Gunn	✓	
Erica Barber	✓	
Verneka Watson	✓	
Cuea Howell	✓	
Bianca Jensen	✓	NPJH Dist
Elizabeth W. Sanders	✓	" "
Dorothy Kerns-Welby	✓	" "
Maria Lopez-Lewis		✓
Shondra Lugg	✓	

Appendix B

Consultation with Stakeholders

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



NORTH PANOLA SCHOOL DISTRICT

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

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

BOARD OF TRUSTEES' SPECIAL MEETING NORTH PANOLA SCHOOL DISTRICT

DATE: Tuesday, April 25, 2017 at 12:15 PM
LOCATION: Conference Room of Central Office #1

AGENDA

- I. CALL TO ORDER
- II. INVOCATION AND PLEDGE OF ALLEGIANCE
- III. ADOPTION OF AGENDA (Board Policy BCBD)
- IV. CONSENT AGENDA (Board Policy BCBL)
 1. Approval for the kindergarten students of Como Elementary to go on a field trip to the Memphis Zoo in Memphis, TN on May 22, 2017.
 2. Approval of the School Improvement Grant (SIG) 1003(g) LEA Application.
- V. ITEMS FOR ACTION
 1. Approval of the agreement between Capturing Kids' Hearts Campus by Design and North Panola School District.
 2. Approval of the amendment to the agreement between Ombudsman Program Alternative Education Services and North Panola School District.
 3. Approval of Personnel for April 25, 2017:
 - a. Employment Resignations:
 - 1) Chris Fairlee, North Panola Board of Trustees
 - 2) Sandra D. Parham, Teacher, North Panola Junior High School
 - b. Employment Recommendations:
 - 1) LaTonya Robinson, Principal, Green Hill Elementary
 - 2) Clemmisa Presley, Assistant Principal, Green Hill Elementary
 - 3) Alison Hawkins, Special Education Teacher, Green Hill Elementary
 - c. Employment recommendations for certified employees for the 2017-2018 school year:
- VI. ADJOURNMENT



NORTH PANOLA SCHOOL DISTRICT

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

Cedric Richardson, Superintendent

"Providing a Quality Education for All Students"

MEMORANDUM

To: North Panola School Board of Trustees
From: Dr. Wilner Bolden, Deputy Superintendent
Date: April 24, 2017
Re: School Improvement Grant (SIG) Application

Please accept this request to allow the North Panola School District to submit the School Improvement Grant (SIG) 1003(g) LEA Application to the Mississippi Department of Education. The transformation model will be used for the district.

Thank you for your consideration in this matter.

Appendix H

Recruitment & Hiring

☒ **School Leader job description**

(Attachment 14)

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

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



NORTH PANOLA SCHOOL DISTRICT

JOB DESCRIPTION

POSITION TITLE: Principal

QUALIFICATIONS:

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

REPORTS TO: Superintendent

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

APPOINTMENT:

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

PHYSICAL REQUIREMENTS:

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

JOB SUMMARY:

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

PERFORMANCE RESPONSIBILITIES:

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



NORTH PANOLA SCHOOL DISTRICT

JOB DESCRIPTION

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

EVALUATION:

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

Employee: _____ Date: _____

Supervisor: _____ Date: _____

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

POSITION TITLE: Principal



NORTH PANOLA SCHOOL DISTRICT

Vision: To become an "A" rated district with all "A" rated schools

"Providing a Quality Education for All Students"

PRINCIPAL INTERVIEW QUESTIONS

Candidate's Name: _____ Date: _____

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

Vision: To become an A-rated district with all A-rated schools

"Leadership, Collaboration, Innovation"

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

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

Interviewer's Name: _____

Average SCORE: _____

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



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

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

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

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

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

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

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

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

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

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

Instructional Leader:	SCHOOL:	DATE:	
Both parties are to complete this form for each JOB IMPROVEMENT TARGET for which a progress report is required.			
A. Target:			
B. Instructional Leader Report:			
INSTRUCTIONAL LEADER SIGNATURE:		DATE:	
Evaluator's Evaluation:			
Evaluator's Comments:			
EVALUATOR'S SIGNATURE:		DATE:	

NORTH PANOLA SCHOOL DISTRICT
Principal/Assistant Principal/Lead Teacher/ Instructional Coach/CTE Director
REPORT CARD FORM F

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

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

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

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

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

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

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

COMMENDATIONS AND RECOMMENDATIONS

AREAS OF STRENGTH:

AREAS OF GROWTH:

NEXT STEPS/TIME-LINE:

TEACHER'S SIGNATURE:

DATE:

EVALUATOR'S SIGNATURE:

DATE:

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

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

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

Domain II: Student Understanding (evidence may include lesson plans, classroom observations, and pre-post observation conferences)

3. Assists students in taking responsibility for learning and monitors student learning:

- Communicates the lesson goals and the content way that is accessible for every students at his/her level
- Uses formative assessments to effectively monitor student progress
- Provides ample and effective opportunities for students to self-assess, correct their own errors
- Provides students with clear, specific, actionable, and timely feedback
- Creates opportunities for students to apply teacher and peer feedback to improve performance and accelerate learning
- Provides opportunities for students to demonstrate connections between what they are learning and how it advances their personal and professional goals/interest.

Comments/Evidence:

Score:

4. Provides multiple ways for students to make meaning of content

Moves all students to deeper understanding of content through various techniques including:

- A variety of explanations and multiple representations of concepts
- Extended productive discussion
- Effective questioning to support student's attainment of the learning goals.
- Making connections to other content across disciplines
- Independently connecting lesson content to real-world application

Comments/Evidence:

Score:

Domain Average Score:

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

COMMENDATIONS AND RECOMMENDATIONS

AREAS OF STRENGTH:

AREAS OF GROWTH:

NEXT STEPS/TIME-LINE

POST OBSERVATION DATE:

Teacher's Signature:

Date:

Evaluator's Signature:

Date:

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

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

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

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

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

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

TEACHER:	SCHOOL:	DATE:	
Both parties are to complete this form for each JOB IMPROVEMENT TARGET for which a progress report is required.			
A. Target:			
B. Teacher's Report:			
TEACHER'S SIGNATURE:		DATE:	
Evaluator's Evaluation:			
Evaluator's Comments:			
EVALUATOR'S SIGNATURE:		DATE:	

**NORTH PANOLA SCHOOL DISTRICT
INSTRUCTIONAL FACULTY/STAFF REPORT CARD FORM F**

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



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

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

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

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

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

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

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

COMMENDATIONS AND RECOMMENDATIONS

AREAS OF STRENGTH:

AREAS OF GROWTH:

NEXT STEPS/TIME-LINE:

TEACHER'S SIGNATURE:

DATE:

EVALUATOR'S SIGNATURE:

DATE:

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

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

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

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

PARAPROFESSIONAL:	SCHOOL:	DATE:	
Both parties are to complete this form for each JOB IMPROVEMENT TARGET for which a progress report is required.			
A. Target:			
B. Paraprofessional's Report:			
PARAPROFESSIONAL'S SIGNATURE:		DATE:	
Evaluator's Evaluation:			
Evaluator's Comments:			
EVALUATOR'S SIGNATURE:		DATE:	

**NORTH PANOLA SCHOOL DISTRICT
INSTRUCTIONAL FACULTY/STAFF REPORT CARD FORM F**

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



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

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

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

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

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

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

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

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

LIBRARIAN:	SCHOOL:	DATE:										
A. Job Improvement Targets (JIT):												
B. Performance Area: Indicate domain priority (rank 1-5 with 1 being the highest priority)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50px;"></td><td>Domain I: Planning</td></tr> <tr><td></td><td>Domain II: Management</td></tr> <tr><td></td><td>Domain III: Collaboration Services</td></tr> <tr><td></td><td>Domain IV: Library Environment</td></tr> <tr><td></td><td>Domain V: Professional Responsibilities</td></tr> </table>			Domain I: Planning		Domain II: Management		Domain III: Collaboration Services		Domain IV: Library Environment		Domain V: Professional Responsibilities
	Domain I: Planning											
	Domain II: Management											
	Domain III: Collaboration Services											
	Domain IV: Library Environment											
	Domain V: Professional Responsibilities											
C. Criterion For Improvement:												
D. Procedures: (List by Domain and indicators)												
E. Appraisal Methods:												
F. JIT Dates: Target Date: Execution Date: Progress Check: Progress Check: Ending Date:	G. Date Achieved /Summary Report (Please Attach Supervisor's and Librarian's) Comments: <i>Special Note: This is a form of an improvement plan. Lack of improvement will result in more severe recommendations including, but not limited to, the development of a more intense improvement plan or recommendation for termination.</i>											
H. Professional Development/Support to be Provided:												
LIBRARIAN'S SIGNATURE:		DATE:										
EVALUATOR'S SIGNATURE:		DATE:										

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

LIBRARIAN:	SCHOOL:	DATE:	
Both parties are to complete this form for each JOB IMPROVEMENT TARGET for which a progress report is required.			
A. Target:			
B. Librarian's Report:			
LIBRARIAN'S SIGNATURE:		DATE:	
Evaluator's Evaluation:			
Evaluator's Comments:			
EVALUATOR'S SIGNATURE:		DATE:	

**NORTH PANOLA SCHOOL DISTRICT
INSTRUCTIONAL FACULTY/STAFF REPORT CARD FORM F**

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

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

LIBRARIAN:		DATE:	
EVALUATOR:		SCHOOL and DISTRICT:	
SCHOOL:		GRADE/SUBJECT:	
DOMAINS		OBSERVED	EVIDENCE
Domain I: Planning		YES	
		NO	
Domain II: Management		YES	
		NO	
Domain III: Collaboration & Services		YES	
		NO	
Domain IV: Library Environment		YES	
		NO	

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



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

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

COUNSELOR:			DATE:
	FORMATIVE EVALUATION	4 – Exemplary – Performance beyond District Standard 3 – Proficient – District Standard 2 – Basic – Below District Standard 1 – Unsatisfactory – Unacceptable performance, needs improvement	RATINGSCALE
	SUMMATIVE EVALUATION		
COMPETENCIES AND EXAMPLES OF KEY PERFORMANCE INDICATORS FOR ALL STAFF			
1. Integrity and Honesty: Demonstrates a sense of responsibility and commitment to the public trust through statements and actions; models and demonstrates high standards of integrity, trust, openness, and respect for others; and demonstrates integrity by maintaining necessary confidentiality.			
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3. Manages Workload: Submits completed work on time consistent with priorities; ensures work meets or exceeds standards; commits time as necessary to fulfill responsibilities of position in a competent manner; manages work in an orderly and efficient manner; resolves tasks timely and accurately; operates with a clear sense of priorities; shows a high capacity to adapt quickly to change shortening the response time of processes and systems; and eliminates bureaucratic practices to accelerate all aspects of work. <i>Employee is able to delegate tasks to maximize total program operations.</i>			
4. Work Ethic: Is productive, diligent, conscientious, and loyal and conscientiously abides by the rules, regulations, and procedures governing work.			
5. Service Orientation: Demonstrates commitment to quality public service through statements and actions; seeks to understand and meet and/or exceed the needs and expectations of students, parents, vendors, treat other employees and stakeholders with respect by responding to requests in a professional manner even in difficult circumstances; provides accurate and timely service; returns phone calls and provide responses to stakeholders in a timely manner; and develops positive relationships with all stakeholders.			
6. Interpersonal Relationships: Shows understanding, courtesy, tact, empathy, and concern to develop and maintain relationships; demonstrates cross cultural sensitivity and understanding; identifies and seeks to solve problems and prevent or resolve conflict situations; and encourages others through positive reinforcement. <i>Does not let personal concerns affect job performance; evidences sufficient maturity and good judgment to function in crisis situations; conveys a friendly attitude and good rapport with co-workers, students, and parents; displays self-confidence; works cooperatively with co-workers, students, and administration to accomplish desired goals.</i>			
7. Communications Skills: Provides thorough and accurate information and is able to communicate effectively and accurately through spoken and written communication. Public communication is reviewed and distributed with a minimum number of errors. Uses a tactful and courteous approach when dealing with students and parents.			

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

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

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

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

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

COUNSELOR:	SCHOOL:	DATE:								
A. Job Improvement Targets (JIT):										
B. Performance Area: Indicate domain priority (rank 1-5 with 1 being the highest priority)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50px;"></td> <td style="padding: 2px;">Domain I: Program Delivery</td> </tr> <tr> <td></td> <td style="padding: 2px;">Domain II: Data Use</td> </tr> <tr> <td></td> <td style="padding: 2px;">Domain III: Professional Responsibilities</td> </tr> <tr> <td></td> <td style="padding: 2px;">Domain IV: Stakeholder Involvement</td> </tr> </table>			Domain I: Program Delivery		Domain II: Data Use		Domain III: Professional Responsibilities		Domain IV: Stakeholder Involvement
	Domain I: Program Delivery									
	Domain II: Data Use									
	Domain III: Professional Responsibilities									
	Domain IV: Stakeholder Involvement									
C. Criterion For Improvement:										
D. Procedures: (List by Domain and indicators)										
E. Appraisal Methods:										
F. JIT Dates: Target Date: Execution Date: Progress Check: Progress Check: Ending Date:	G. Date Achieved /Summary Report (Please Attach Supervisor's and Counselor's Comments: <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Special Note: This is a form of an improvement plan. Lack of improvement will result in more severe recommendations including, but not limited to, the development of a more intense improvement plan or recommendation for termination. </div>									
H. Professional Development/Support to be Provided:										
COUNSELOR'S SIGNATURE:		DATE:								
EVALUATOR'S SIGNATURE:		DATE:								

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

COUNSELORS:	SCHOOL:	DATE:	
Both parties are to complete this form for each JOB IMPROVEMENT TARGET for which a progress report is required.			
A. Target:			
B. Counselor's Report:			
COUNSELOR'S SIGNATURE:		DATE:	
Evaluator's Evaluation:			
Evaluator's Comments:			
EVALUATOR'S SIGNATURE:		DATE:	

**NORTH PANOLA SCHOOL DISTRICT
INSTRUCTIONAL FACULTY/STAFF REPORT CARD FORM F**

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

Appendix I

School Governance

☒ **Organizational Chart**

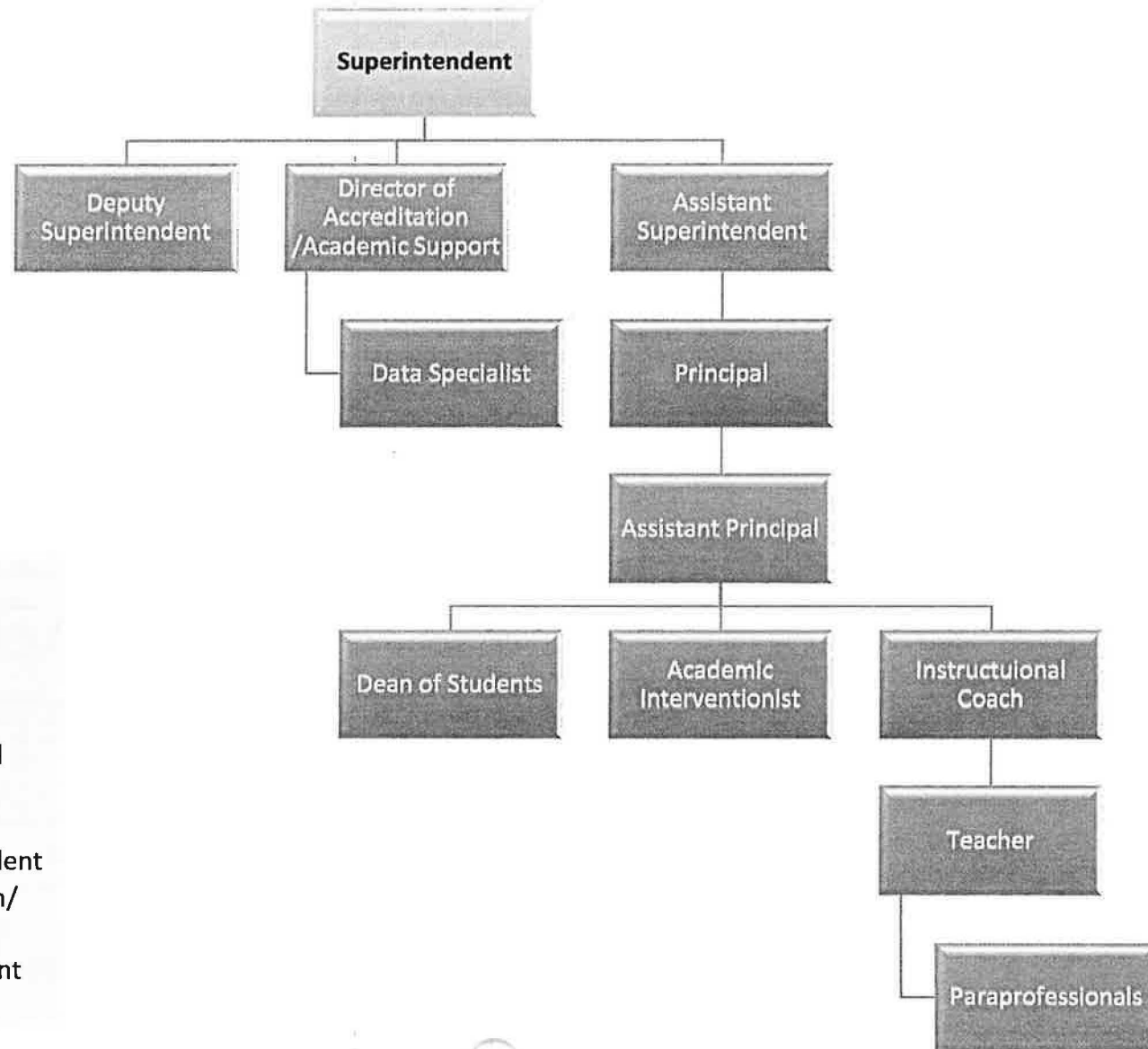
(Attachment 17)



NORTH PANOLA SCHOOL DISTRICT

North Panola Junior High Organizational Chart

"Leadership, Collaboration, Innovations"



Organizational Chart

Superintendent

District Transformational Leadership Team:

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

Appendix K

School Governance

- ☒ **Budgets for each of five years for the
LEA and School
(Attachment 18)**

RECEIVED

OFFICE OF PROCUREMENT

Revised 11/15/15

MDE Grant No. 18/1201058410/3369/6000000999/007

Page 1 of 6

2017 JUL 26 PM 12 27

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

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

2. Grantee's Contact Person and Telephone No.

Mr. Cedric L. Richardson, Superintendent 662-487-2305

3. CFDA No. 84.377

4. Title of Federal Program School Improvement Grant 1003(g)

5. Federal Award No. ES377A140025, ES377A150025, ES377A160025

6. Grant Beginning and Ending Dates: Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021

7. The following funds are obligated:

SY	GENERAL	FEDERAL/OTHER FUNDS	TOTAL
Year 1		\$341,500.00	\$341,500.00
Year 2		\$296,000.00	\$296,000.00
Year 3		\$190,000.00	\$190,000.00
Year 4		\$89,000.00	\$89,000.00
Grand Total		\$916,500.00	\$916,500.00

8. The grantee agrees to carry out tasks outlined in this grant in accordance with all provisions of this grant included herein. The following sections are attached and incorporated into this agreement:

☒ Statement of Work
☒ Budget Summary
☒ Budget Narrative
☒ Standard Terms and Conditions

☒ Reporting Requirements
☐ Special Condition
☒ Travel Policy
☐ Other: _____

9. Approved for Mississippi Department of Education

Kim S. Benton 7/25/17
Signature Date

Name: Kim S. Benton
Title: Chief Academic Officer

10. Approved for Grantee

Cedric L. Richardson 7/18/17
Signature Date

Name: Cedric L. Richardson
Title: Superintendent

Monique Corley 7/26/2017
Signature Date

Name: Monique Corley
Title: Director, Office of Procurement

INTRODUCTION

The grant agreement between the Mississippi Department of Education (hereinafter referred to as the "MDE") and North Panola School District (hereinafter referred to as the "Grantee") is for the purpose of administering the School Improvement Grant Awards. The time period of the grant will be Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021.

STATEMENT OF WORK

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

Attachment 1: The Mississippi Department of Education Request for Proposal for the FY15-FY16 School Improvement Grant 1003(G) dated March 27, 2017.

Attachment 2: Proposal submitted by North Panola School District.

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

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

PROGRAM REPORTING, COMPENSATION AND FINANCIAL REPORTS

The Mississippi Department of Education will grant North Panola School District an amount not to exceed Year 1 (SY17-18) \$341,500.00; Year 2 (SY18-19) \$296,000.00; and Year 3 (SY19-20) \$190,000.00, Year 4 (SY20-21) \$89,000.00 for the purpose of cost reimbursement. School districts shall request reimbursement by submission of a Request for Funds form. Travel expenses will be reimbursed in accordance with MDE Travel Policy for Grantee.

STANDARD TERMS AND CONDITIONS

Availability of Funds

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

Changes

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

Independent Grantee

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

Termination

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

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

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

Access to Records

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

Laws

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

Legal Authority

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

Equal Opportunity Employer

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

Copyrights

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

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

Personnel

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

Surrender of Equipment

Grantee and the Mississippi Department of Education shall jointly conduct a closing inventory and grantee shall replace or repair all equipment lost, damaged, or destroyed to make up any deficiency between opening and closing inventories.

Assignment

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

Property, Equipment and Supplies

Property, equipment and supplies purchased, in whole or in part, with funds provided under this agreement shall be procured, accounted for and disposed of in accordance with applicable State and Federal laws and regulations. Title to any equipment and supplies purchased under this agreement shall be vested in the grantee.

Mississippi Ethics

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

BUDGET NARRATIVE

The Mississippi Department of Education will reimburse an amount not to exceed Year 1 (SY17-18) \$341,500.00; Year 2 (SY18-19) \$296,000.00; and Year 3 (SY19-20) \$190,000.00, Year 4 (SY20-21) \$89,000.00 using the breakdown of expenses approved in the Grant Renewal Application for each school year. Travel expenses will be documented in accordance with the attached travel policy.

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

2. Grantee's Name and Address North Panola School District (North Panola Junior High) 470 Highway 51 North Sardis, MS 38666	2. Grantee's Contact Person and Telephone No. <u>Mr. Cedric L. Richardson, Superintendent 662-487-2305</u> 3. CFDA No. <u>84.377</u> 4. Title of Federal Program <u>School Improvement Grant 1003(g)</u> 5. Federal Award No. <u>ES377A140025, ES377A150025, ES377A160025</u> 6. Grant Beginning and Ending Dates: <u>Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021</u>
---	---

COST CATEGORY	TOTAL FUNDS
1. Salaries, Wages, Fees, and/or Fringe Benefits	1. _____
2. Travel (see travel policy)	2. _____
a. in-state	a. _____
b. out-of-state	b. _____
3. Contractual Services	3. _____
a. postage	a. _____
b. telephone	b. _____
c. rental of buildings and floor space	c. _____
d. rental of EDP and computer equipment	d. _____
e. other contractual services	e. _____
4. Commodities	4. _____
5. Equipment	5. _____
a. office machines, furniture, fixtures and equipment	a. _____
b. data processing and computer equipment	b. _____
c. other equipment	c. _____
6. Administrative Fees	6. _____
GRAND TOTAL	\$ 916,500.00



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

<small>DISTRICT NAME</small> North Panola School District	<small>DISTRICT NUMBER</small> 5411	<small>SCHOOL CODE</small> 5411006			
<small>NCES LEA ID</small> 2803210	<small>NCES SCHOOL ID</small> 280321001339	<small>SUPERINTENDENT'S NAME</small> Cedric Richardson			
<small>SIG 1003(G) PROGRAM CONTACT</small> Dr. Wilner Bolden III	<small>ADDRESS</small> 526 Compress Rd. Como, MS 38619				
<small>EMAIL ADDRESS</small> wbolden@northpanolaschools.org	<small>TELEPHONE NUMBER</small> 6625265938	<small>FAX NUMBER</small> 6624872050			
<small>MODEL SELECTION</small> Transformation					
<p>Directions: LEA Budget Amounts Years 1, 2, and 3 = provide the total of Attachment (Implementation Budget), based on projected costs LEA Budget Amounts Year 4 (Sustainability Activities) = provide the total amount of Attachment (Sustainability Budget), cannot exceed 50% of the amount of Year 1</p>					
School Name	Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Four-Year Total
	Implementation	Implementation	Implementation	Sustainability Activities	
North Panola Junior High School	341,500	296,000	190,000	89,000	\$ 916,500

7/25/17
Date

Delisha Campbell
MDE – Director of Fiscal Grants Management

7/25/2017
Date

Cedric Richardson
MDE – Director of School Improvement

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☒ - LEA Comprehensive Full Implementation Budget (Year 1)
☐ - Priority ☒ - Focus

FISCAL YEAR 2017-2018	DISTRICT NUMBER 5411	SCHOOL CODE 5411006	NCES LEA ID 2803210	NCES SCHOOL ID 280321001339
DISTRICT NAME North Panola School District			SCHOOL NAME North Panola Junior High School	
ADDRESS 526 Compress Rd, Como, MS 38619		SIG 1003(G) PROGRAM CONTACT Dr. Wilner Bolden III		SUPERINTENDENT NAME Cedric Richardson
EMAIL ADDRESS wbolden@northpanolaschools.org		TELEPHONE NUMBER 6625265938		FAX NUMBER 6624872050



Ensuring a bright future for every child

FY 2017

**SCHOOL IMPROVEMENT GRANT (SIG)
1003(G)**

LEA FEDERAL BUDGET SUMMARY
Use whole dollars only. Omit Commas
and Decimal Places, e.g., 2536

MDE USE ONLY	PROGRAM APPROVAL D. & INITIALS 7/25/17 <i>SGR</i>	
	TOTAL FUNDS 916,500.00	
	CARRYOVER FUNDS 0	
	CURRENT FUNDS 341,500.00	
BEGIN DATE 7/1/17		END DATE 9/30/21

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

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									0.00
2	1110	Kindergarten Programs									0.00
3	1120	Elementary Programs									0.00
4	1130	Middle-Junior High Programs	129615	38562.08				20322.92	53749		242,249.00
5	1140	High School Programs									0.00
6	1260	After School Programs									0.00
7	1270	Remediation Extended School Year	11520	2731							14,251.00
8	1300 - 1390	Adult/Continuing Education									0.00
9	1410 - 1420	Summer School Programs									0.00
10	1930 - 1990	Other Instructional Programs									0.00
11	2110 - 2119	Attendance & Social Work Services									0.00
12	2120 - 2129	Guidance Services									0.00
13	2130 - 2139	Health Services									0.00
14	2190	Other Support Services - Students									0.00
15	2210 - 2290	Improvement of Instruction			85000						85,000.00
16	2220 - 2229	Educational Media Services									0.00
17	2330	Special Area Administration									0.00
18	2710 - 2799	Student Transportation Services									0.00
19	2800 - 2899	Central Support Services (Tech)									0.00
20	3900 - 3999	Other Non-Instructional Support									0.00
21	7110	Indirect Costs Transfer Out									0.00
Enter Indirect Cost Transfer Amount in the Total Column ONLY											
22	Total Budget		141,135.00	41,293.08	85,000.00	0.00	0.00	20,322.92	53,749.00	0.00	341,500.00

Date 7/25/17

Debra Campbell
MDE - Director of Fiscal Grants Management

Date 7/25/2017

Cedric Richardson
MDE - Director of School Improvement

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 1)
☐ School Sustainability Budget



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

DISTRICT NAME North Panola School District		SCHOOL NAME North Panola Junior High School							DISTRICT CODE 5411		
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1130	Middle-Junior High Programs Data Specialist (school level position) Collects and analyzes all data relative to leading and achievement indicators as well as other data points captured within the school. Salary: 60,000; Benefits: SS: 4,590.00; Retirement: 9,450.00; Work Comps: 186.00 Med. Insurance: 4,272.00; Life Insurance: 108.00	60,000	18,606							78,606	89
1130	Middle-Junior High Programs Interventionist (school level position) to serve T2 and T3 students: Salary: 45,000; Benefits Social Security: 3,442.50; Retirement: 7,087.50; Work Comp.: 139.50; Med. Ins.: 4,272.00; Life: 90.00	45,000	15,031.50							60,031.50	89
1130	Middle-Junior High Programs Incentives for leaders, teachers, and other staff who qualify based on the district's recruitment and retention policy. Teacher Incentive: 20,770; Benefits: SS: 1,588.91; Ret.: 3,271.28 W.Comp.: 64.39	20,770	4,924.58							25,694.58	91
1130	Middle-Junior High Programs Release Days for Teacher Professional Development (time for vertical planning during the school day. Funds are to pay for substitutes). Sub per day: 84.60 (District uses a service at a flat rate)	3,845								3,845	91
1130	Middle-Junior High Programs Resources-Evidenced based print consumable materials for ELA and mathematics						20,322.92			20,322.92	90-91
1130	Middle-Junior High Programs Interactive Classroom Board (Ex. Smart or Promethean boards for teachers to use for instruction in the classroom)							53,749		53,749	90
FUNCTION TOTAL		129,615	38,562.08	0	0	0	20,322.92	53,749	0	242,249	

-  MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright future for every child

[illegible]

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 1)
☐ School Sustainability Budget



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

DISTRICT NAME North Panola School District		SCHOOL NAME North Panola Junior High School							DISTRICT CODE 5411		
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Improvement of Instruction: Evidenced based School-wide Behavioral Program to be Implemented schoolwide			45,000						45,000	95, 96, 97
2210	Improvement of Instruction PD for job-embedded coaching support for ELA, math, and science teachers and data analysis.			40,000						40,000	88
										0 0	
										0 0	
										0 0	
										0	
FUNCTION TOTAL		0	0	85,000	0	0	0	0	0	\$85,000	

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☒ - LEA Comprehensive Full Implementation Budget (Year 2)
☐ - Priority ☒ - Focus

FISCAL YEAR 2018-2019	DISTRICT NUMBER 5411	SCHOOL CODE 5411006	NCES LEA ID 2803210	NCES SCHOOL ID 280321001339
DISTRICT NAME North Panola School District			SCHOOL NAME North Panola Junior High School	
ADDRESS 526 Compress Rd, Como, MS 38619		SIG 1003(G) PROGRAM CONTACT Dr. Wilner Bolden III		SUPERINTENDENT NAME Cedric Richardson
EMAIL ADDRESS wbolden@northpanolaschools.org		TELEPHONE NUMBER 6625265938		FAX NUMBER 6624872050



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

FY 2017

SCHOOL IMPROVEMENT GRANT (SIG)

1003(G)

LEA FEDERAL BUDGET SUMMARY

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

MDE USE ONLY	PROGRAM APPROVAL L & INITIALS 7/25/17 <i>sgf</i>	
	TOTAL FUNDS \$916,500.00	
	CARRYOVER FUNDS	
	CURRENT FUNDS \$296,000.00	
	BEGIN DATE 7/1/17	END DATE 9/30/21

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

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									0.00
2	1110	Kindergarten Programs									0.00
3	1120	Elementary Programs									0.00
4	1130	Middle-Junior High Programs	129615	38562.08				20322.92	30749		219,249.00
5	1140	High School Programs									0.00
6	1260	After School Programs									0.00
7	1270	Remediation Extended School Year	11520	2731							14,251.00
8	1300 - 1390	Adult/Continuing Education									0.00
9	1410 - 1420	Summer School Programs									0.00
10	1930 - 1990	Other Instructional Programs									0.00
11	2110 - 2119	Attendance & Social Work Services									0.00
12	2120 - 2129	Guidance Services									0.00
13	2130 - 2139	Health Services									0.00
14	2190	Other Support Services - Students									0.00
15	2210 - 2290	Improvement of Instruction			62500						62,500.000
16	2220 - 2229	Educational Media Services									0.00
17	2330	Special Area Administration									0.00
18	2710 - 2799	Student Transportation Services									0.00
19	2800 - 2899	Central Support Services (Tech)									0.00
20	3900 - 3999	Other Non-Instructional Support									0.00
21	7110	Indirect Costs Transfer Out									0.00
Enter Indirect Cost Transfer Amount in the Total Column ONLY											
22	Total Budget		141,135.00	41,293.08	62,500.00	0.00	0.00	20,322.92	30,749.00	0.00	296,000.00

7/25/17
Date

Debra Campbell
MDE - Director of Fiscal Grants Management

7/25/2017
Date

Sonya Helton
MDE - Director of School Improvement

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



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
North Panola School District		North Panola Junior High School								5411	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1130	Middle-Junior High Programs Data Specialist (school level position)Collects and analyzes all data relative to leading and achievement indicators as well as other data points captured within the school. Salary: 60,000; Benefits: SS:4,590.00; Work Comps: 186.00; Med. Insurance: 4,272.00; Life Insurance: 108.00	60,000	18,606							78,606	89
1130	Middle-Junior High Programs Interventionist (school level position) to serve T2 and T3 students: Salary: 45,000; Benefits: Social Security: 3,442.50; Retirement: 7,087.50; Work Comp.: 139.50; Med. Ins.: 4,272.00; Life: 90.00	45,000	15031.50							60,031.50	89
1130	Middle-Junior High Programs Incentives for leaders, teachers, and other staff who qualify based on the district's recruitment and retention policy. Teacher Incentive: 20,770; Benefits: SS: 1,588.91; Ret.: 3,271.28 W.Comp.: 64.39	20,770	4,924.58							25,694.58	91
1130	Middle-Junior High Programs Release Days for Teacher Professional Development (time for vertical planning during the school day. Funds are to pay for substitutes). Sub per day: 84.60 (District uses a service at a flat rate	3,845								3,845	91
1130	Middle-Junior High Programs Resources-Evidenced based print consumable materials for ELA and mathematics						20,322.92			20,322.92	90- 91
1130	Middle-Junior High Programs Interactive Classroom Board (Ex. Smart or Promethean boards for teachers to use for instruction in the classroom)							30,749		30,749	90
FUNCTION TOTAL		129,615	38,562.08	0	0	0	20,322.92	30,749	0	219,249	

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- MISSISSIPPI
DEPARTMENT OF
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Page 2 of 3

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
North Panola School District	North Panola Junior High School	5411

[illegible]

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



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
North Panola School District		North Panola Junior High School								5411	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	Improvement of Instruction: Evidenced Based School-wide Behavioral Program to be implemented schoolwide			22,500						22,500	95, 96, 97
2210	Improvement of Instruction PD for job-embedded coaching support for ELA, math, and science teachers and data analysis.			40,000						40,000	88
										0	
										0	
										0	
										0	
FUNCTION TOTAL		0	0	62,500	0	0	0	0	0	62,500	

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☒ - LEA Comprehensive Full Implementation Budget (Year 3)
☐ - Priority ☒ - Focus

FISCAL YEAR 2019-2020	DISTRICT NUMBER 5411	SCHOOL CODE 5411006	NCES LEA ID 2803210	NCES SCHOOL ID 280321001339
DISTRICT NAME North Panola School District			SCHOOL NAME North Panola Junior High School	
ADDRESS 526 Compress Rd, Como, MS 38619		SIG 1003(G) PROGRAM CONTACT Dr. Wilner Bolden III		SUPERINTENDENT NAME Cedric Richardson
EMAIL ADDRESS wbolden@northpanolaschools.org		TELEPHONE NUMBER 6625265938		FAX NUMBER 6624872050



MISSISSIPPI
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Ensuring a bright future for every child

FY 2017

SCHOOL IMPROVEMENT GRANT (SIG)

1003(G)

LEA FEDERAL BUDGET SUMMARY

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

MDE USE ONLY	PROGRAM APPROVAL L & INITIALS	
	TOTAL FUNDS \$916,500.00	
	CARRYOVER FUNDS	
	CURRENT FUNDS \$190,000.00	
BEGIN DATE		END DATE

Directions: Prior to preparing this Budget Summary request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at <http://www.mdek12.org/OSFS/AMD>.

Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									0.00
2	1110	Kindergarten Programs									0.00
3	1120	Elementary Programs									0.00
4	1130	Middle-Junior High Programs	84615	23530.58				15000	32603.42		155,749.00
5	1140	High School Programs									0.00
6	1260	After School Programs									0.00
7	1270	Remediation Extended School Year	11520	2731							14,251.00
8	1300 - 1390	Adult/Continuing Education									0.00
9	1410 - 1420	Summer School Programs									0.00
10	1930 - 1990	Other Instructional Programs									0.00
11	2110 - 2119	Attendance & Social Work Services									0.00
12	2120 - 2129	Guidance Services									0.00
13	2130 - 2139	Health Services									0.00
14	2190	Other Support Services - Students									0.00
15	2210 - 2290	Improvement of Instruction			20000						20,000.00
16	2220 - 2229	Educational Media Services									0.00
17	2330	Special Area Administration									0.00
18	2710 - 2799	Student Transportation Services									0.00
19	2800 - 2899	Central Support Services (Tech)									0.00
20	3900 - 3999	Other Non-Instructional Support									0.00
21	7110	Indirect Costs Transfer Out	Enter Indirect Cost Transfer Amount in the Total Column ONLY								0.00
22	Total Budget		96,135.00	26,261.58	20,000.00	0.00	0.00	15,000.00	32,603.42	0.00	190,000.00

Date

7/25/17

Delisha Campbell
MDE - Director of Fiscal Grants Management

Date

7/25/2017

Shirley Johnston
MDE - Director of School Improvement

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 3)
☐ School Sustainability Budget



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

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
North Panola School District	North Panola Junior High School	5411

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

FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1130	Middle-Junior High Programs Data Specialist (school level position) Collects and analyzes all data relative to learning and achievement indicators as well as other data points captured within the school. Salary: 60,000 Benefits: SS: 4,500.00 Retirement: 9,450.00 Work Comp.: 186.00 Med. Insurance: 4,272.00 Life Insurance: 106.00	60,000	18,606							78,606	89
1130	Middle-Junior High Programs Resources-Evidenced based print consumable materials for ELA and mathematics						15,000	32603.42		47,603.42	91
1130	Middle-Junior High Programs Incentives for leaders, teachers, and other staff who qualify based on the district's recruitment and retention policy. Teacher Incentive: 20,770 Benefits: SS: 1,588.91 Ret.: 3,271.26 W Comp.: 94.39	20,770	4,924.58							25,694.58	91
1130	Middle-Junior High Programs Release Days for Teacher Professional Development (time for vertical planning during the school day. Funds are to pay for substitutes). Sub per day: 84.60 (District uses a service at a flat rate)	3,845								3,845	91
1130											
1130											
FUNCTION TOTAL		84,615	23,530.58	0	0	0	15,000	32603.42	0	155,749	

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

[illegible]

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 3)
☐ School Sustainability Budget



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

DISTRICT NAME North Panola School District				SCHOOL NAME North Panola Junior High School						DISTRICT CODE 5411	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
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		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	PD for job-embedded coaching support for ELA, math, and science teachers and data analysis.			20,000						20,000	88
										0	
										0	
										0	
										0	
										0	
FUNCTION TOTAL		0	0	20,000	0	0	0	0	0	20,000	

- ☐ - Initial Budget
 ☐ - Amendment (No. _____)
 ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget
 ☐ - LEA Sustainability Budget
 ☒ - LEA Comprehensive Full Implementation Budget (Year 4)
☐ - Priority
 ☒ - Focus

FISCAL YEAR 2020-2021	DISTRICT NUMBER 5411	SCHOOL CODE 5411006	NCES LEA ID 2803210	NCES SCHOOL ID 280321001339
DISTRICT NAME North Panola School District			SCHOOL NAME North Panola Junior High School	
ADDRESS 526 Compress Rd, Como, MS 38619		SIG 1003(G) PROGRAM CONTACT Dr. Wilner Bolden III		SUPERINTENDENT NAME Cedric Richardson
EMAIL ADDRESS wbolden@northpanolaschools.org		TELEPHONE NUMBER 6625265938		FAX NUMBER 6624872050



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FY 2017

SCHOOL IMPROVEMENT GRANT (SIG)

1003(G)

LEA FEDERAL BUDGET SUMMARY

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

MDE USE ONLY	PROGRAM APPROVAL L & INITIALS 7/25/17 <i>[Signature]</i>	
	TOTAL FUNDS \$916,500.00	
	CARRYOVER FUNDS	
	CURRENT FUNDS \$89,000	
	BEGIN DATE 7/1/17	END DATE 9/30/21

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

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									0.00
2	1110	Kindergarten Programs									0.00
3	1120	Elementary Programs									0.00
4	1130	Middle-Junior High Programs	33845	11470				19434			64,749.00
5	1140	High School Programs									0.00
6	1260	After School Programs									0.00
7	1270	Remediation Extended School Year	11520	2731							14,251.00
8	1300 - 1390	Adult/Continuing Education									0.00
9	1410 - 1420	Summer School Programs									0.00
10	1930 - 1990	Other Instructional Programs									0.00
11	2110 - 2119	Attendance & Social Work Services									0.00
12	2120 - 2129	Guidance Services									0.00
13	2130 - 2139	Health Services									0.00
14	2190	Other Support Services - Students									0.00
15	2210 - 2290	Improvement of Instruction			10000						10,000.00
16	2220 - 2229	Educational Media Services									0.00
17	2330	Special Area Administration									0.00
18	2710 - 2799	Student Transportation Services									0.00
19	2800 - 2899	Central Support Services (Tech)									0.00
20	3900 - 3999	Other Non-Instructional Support									0.00
21	7110	Indirect Costs Transfer Out	Enter Indirect Cost Transfer Amount in the Total Column ONLY								0.00
22	Total Budget		45,365.00	14,201.00	10,000.00	0.00	0.00	19,434.00	0.00	0.00	89,000.00

Date 7/25/17

[Signature]
MDE - Director of Fiscal Grants Management

Date 7/25/2017

[Signature]
MDE - Director of School Improvement

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 4)
☐ School Sustainability Budget



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

DISTRICT NAME North Panola School District		SCHOOL NAME North Panola Junior High School								DISTRICT CODE 5411	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1130	Middle-Junior High Programs Data Specialist (school level position) Collects and analyzes all data relative to leading and achievement indicators as well as other data points captured within the school. Salary: 30,000; Benefits: S.S.: 2,295.00; Ret.: 4,725.00; W.Comp.: 93.00 Med. Ins.: 4,272.00; Life Ins.: 85.00	30,000	11,470							41,470	89
1130	Middle-Junior High Programs Resources-Evidenced based print consumable materials for ELA and mathematics						19,434			19,434	90-91
1130	Middle-Junior High Programs Release Days for Teacher Professional Development (time for vertical planning during the school day. Funds are to pay for substitutes). Sub per day: 84.60 (District uses a service at a flat rate)	3,845								3,845	91
1130											
1130											
FUNCTION TOTAL		33,845	11,470	0	0	0	19,434			64,749	

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[illegible]

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 4)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME							DISTRICT CODE		
North Panola School District		North Panola Junior High School							5411		
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. Complete one page per Function Number for your school's budget. The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (Only use one Function per page) (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
2210	PD for job-embedded coaching support for ELA, math, and science teachers and data analysis.			10,000						10,000	88
										0	
										0	
										0	
										0	
										0	
FUNCTION TOTAL		0	0	10,000	0	0	0	0	0	10,000	