

**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	• 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: Cleveland School District ADDRESS: 305 Merritt Drive, Cleveland, MS

PHONE NUMBER: 662-843-3529

Yes, my eligible school(s) will apply. X (Pearman Elementary School will be applying)

No, my eligible school(s) will **not** apply. X (Nailor Elementary School will not be applying)

If the response is no, please provide explanation: _____

Cleveland School District will be applying for Pearman Elementary School (Priority School).

Cleveland School District will not be applying for Nailor Elementary School (Focus School).

Nailor has shown improvement. Nailor moved from a Priority School to a Focus School. The NWEA Map Comparison for the 2016/2017 school year indicates growth.

NAILOR NWEA MAP Comparisons

Grade	Reading			Language			Math		
	Fall	Winter	Growth	Fall	Winter	Growth	Fall	Winter	Growth
1	160.1	165.5	5.4	X	X	X	161.5	165.6	4.1
2	172.9	176.9	4	175.6	179.5	3.9	175.1	179.1	4.0

SUPERINTENDENT'S SIGNATURE: _____

DATE OF SUBMISSION: 4/6/2017

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

Dr. Sonja Robertson

Office of School Improvement

P.O. Box 771, Suite 213

Jackson, Mississippi 39205

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:
Cleveland School District
District State Code:
0614
District NCES Identification Code:
2800750

Address: 305 Merritt Drive Cleveland, MS 38732

District Contact: Dr. Jacquelyn Thigpen

Phone: 662-843-3529

Email: jthigpen@cleveland.k12.ms.us

Fax: 662-579-3090

School(s) Served— Official School Name and School Code:	NCES Identification Code:	Intervention Model:	Total Allocation Request:
Pearman Elementary School	280075000085	Transformation	\$2,122,252.50 \$2,218,380.00 JPK
		Select one...	
		Select one...	
		Select one...	
		Select one...	
		Select one...	

LEA-Level Allocation Request

\$ ~~25,080.00~~ JPK

TOTAL LEA REQUEST

\$2,243,460.00

For MDE use only

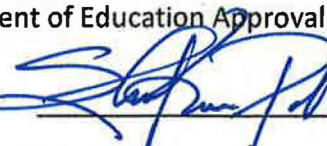
Date Received: May 5, 2017

\$2,122,252.50 JPK

Mississippi Department of Education Approval



Executive Director, OSI



Bureau Director, OSI

APPROVED
JUL 26 2017
MS DEPT. OF EDUCATION
OFFICE OF SCHOOL IMPROVEMENT

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.

Jacquelyn C. Thegpen May 1, 2017
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: Cleveland School District School: Pearman 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

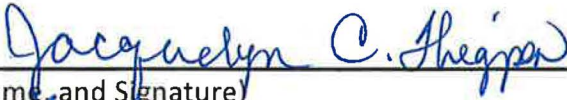
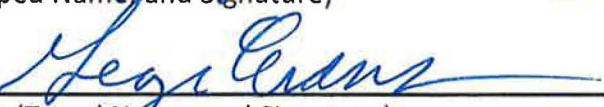

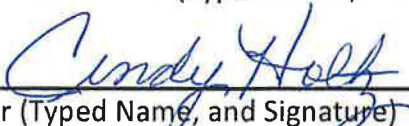
It is expressly understood and agreed that the obligation of the Mississippi Department of Education to proceed under this agreement is conditioned upon the appropriation of funds by the Mississippi State Legislature and the receipt of state and/or federal funds. If the funds anticipated for the continuing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

Dr. Jacquelyn Thigpen		4/18/17
Superintendent (Typed Name, and Signature)		Date
Mr. George Evans		4/18/17
LEA Board President (Typed Name, and Signature)		Date
Mrs. Angela Harris		4/18/17
Federal Programs Coordinator (Typed Name, and Signature)		Date
Mrs. Cindy Holtz		4-18-17
Business Manager (Typed Name, and Signature)		Date

Include all pages 12-17 in application.

LEA PLAN OVERVIEW

PART I: INTRODUCTION

A. Descriptive Information about the Eligible Schools

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

SCHOOL NAME	MSIS School Code (LEA, School)	NCES ID (LEA, School)	Designation	2015-2016 State Accountability Label	Selected Intervention
<i>Example School</i>	<i>1234-1234567</i>	<i>1234567-12345</i>	<i>Priority School</i>	<i>A – F</i>	<i>Turnaround</i>
Pearman Elem	0614	280075000085	Priority	F	Transformation
Nailor Elem	0614	280075000083	Focus	F	Not Served
			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.***

Upon learning of the school’s eligibility for this program the superintendent met with the district and school administration, district SIG leadership team, teachers in leadership positions, faculty and staff at Pearman Elementary, as well as parents and community leaders to discuss the possibilities this School Improvement Grant would offer Pearman Elementary School. After the superintendent discussed the opportunity for a school improvement grant (SIG) for Pearman with the school board, the school board members decided that this was a grant that the school district needed to pursue. Representatives have attended the training and technical assistance meetings and returned to the school to share information. Meetings with the District Leadership Team including the Superintendent, Assistant Superintendent, Business Manager, Curriculum Director, school curriculum coordinators, Technology Director and building principals were held in order to get input from key staff throughout the district. Meetings with the Pearman Elementary faculty and staff were held to not only explain the grant but the possibilities that it would make for Pearman’s students. Meetings were held with the Parent, Teacher, Student, Association (P.T.S.A.). After explaining each of the intervention

models to the P.T.S.A. the parents, students, and teachers were given the opportunity to vote on the selected intervention model. The intervention model selected by all stake holders was the Transformation Model.

The Superintendent, Assistant Superintendent over Curriculum, and the Assistant Superintendent over Federal Programs reviewed the latest Pearman needs assessment. Information gained from the student surveys was reviewed in order to gain insights into concerns the students' have about the school and what needs to be improved in the academics as well as in the entire school culture. Meetings devoted solely to discussing the intervention models were held with the entire instructional faculty and staff after school hours. The possibilities for total reform and turn around were discussed in detail. Teachers were provided with opportunities to discuss their ideas, questions and concerns. Family/community events in the evening were hosted where the School Improvement Grant program was the focus on the agenda. Presentations and discussions were provided to ensure the stakeholders had a solid understanding of how and why Pearman Elementary School was eligible for the SIG funds, what choices were available, and what requirements must be in place. Opportunities for input were given to all stakeholder groups.

Parents are very supportive of the district's plan to apply for funding; they have asked questions and shared ideas about the school's and students' needs. They expect the teachers and staff to be respectful and diligent in pursuing excellence and raising the expectations and the bar for their children.

The parents and community have demonstrated that they expect better achievement from their children. They feel that their children are capable of better achievement. They have also indicated that they will fully support the teachers and administration in trying to raise the achievement level of the school.

The school board and district administration understand that, in order to be successful, it is necessary for the community, parents, faculty and staff, and students to believe in and support this intervention effort. Because of this, we have extended our planning and discussion with stakeholders by providing multiple opportunities for meaningful input from students, teachers, staff, administrators, parents, and community members. Sign-in-sheets, agendas and minutes of these meetings are provided in Appendix A.

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

C. Disclosure of External Party Application Assistance

LEAs must guard against conflicts of interest in cases where grant dollars may later be used for contracts with external parties who assisted in the grant-writing process. In the FY2015/FY2016 application, LEAs must list the names and job titles of all persons who contributed to the grant application. If the LEA collaborated with external parties in the development of this application, the LEA must also list these external parties and their involvement in this application. For this item, external parties are defined as any person who is not a regular employee of the district or of MDE and who may have collaborated on the development of the grant in whole or in part.

External parties may be for-profit or non-profit organizations, including institutions of higher education or educational consultants. Even if the external party was not paid for the collaboration, the relationship must still be disclosed.

1. Grant-Writing Team

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

The team writing the grant:
Dr. Jacquelyn Thigpen - Superintendent
Dr. Lisa Bramuchi - Assistant Superintendent
Mrs. Angela Harris – Assistant Superintendent/Federal Programs
Beverly Hardy - Magnet Schools’ Project Director
Cindy Holtz - Financial Officer
Karen Fioranelli – Curriculum Coordinator for East Side High School

2. External Parties Involved in Grant Writing **(Not Applicable)**

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.

Cleveland School District received a Cohort 3 SIG in 2014 for D.M. Smith Middle School. All school board policies were analyzed, reviewed, and amended at that time in order to meet all requirements of eligibility for SIG funding.

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	LEGAL REF.: MS CODE as cited <i>Mississippi Public School Accountability Standards (2001)</i> As per Miss Code§ 37-7-311 (1987) This policy does not create a barrier to reform School Board Policy AC entitled School District Organization Plan states that the district school board shall organize a school so as to avoid unnecessary duplication and shall determine what grades shall be taught at each school and shall have the power to specify attendance areas and to designate the school each pupil	This policy does not create a barrier to reform because it allows the board at its discretion to configure the district as it deems appropriate for the proper implementation of this reform effort. No change needed	N/A
✓ Student attendance		This policy does not create a barrier to reform because it allows the board at its	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>
areas/ school boundaries	shall attend.	discretion to configure the district as it deems appropriate for the proper implementation of this reform effort. No change needed.	
<u>Time:</u> ✓ School year	<p>SCHOOL YEAR (ACADEMIC YEAR) AE</p> <p>All public schools in the state shall be kept in session for at least one hundred eighty(180) days in each scholastic year. 37-13-63 (1992) “Minimum school term” shall mean a term of at least one hundred eighty (180) days of school in which both teachers and pupils are in regular attendance for scheduled classroom instruction for not less than sixty percent (60%) of the normal school day.</p> <p>Standard 20 is as follows:</p> <p>The academic year provides a minimum of 180 teaching days that meet the following criteria:</p> <p>MS Code 37-13-61 through 69 and 37—9-1(h)</p> <p>20.1 The opening date of the school year for students is scheduled no earlier than August 1 and the closing date no later than June 15.(MS Code 37-13-61) (SB Policy AEA)</p> <p>20.3 Two of the 180 days may be 60% days,</p>	<p>This policy does not create a barrier to reform because the school board and the school district configures its academic school year to follow all state guidelines for the school year and the school day. The policy allows the board at its discretion to configure the school year as it deems appropriate for the proper implementation of this reform effort as long as it follows all state guidelines and regulations for the school year.</p> <p>No change needed</p> <p>Cleveland School District received a Cohort 3 SIG in 2014 for D.M. Smith Middle School. All school board policies were analyzed, reviewed, and amended at that time in order to meet all requirements of eligibility for SIG funding.</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>
✓ School calendar	<p>provided that there are 198 minutes of actual instruction or testing and the remainder of each day is used for professional development or other activities related to instruction.</p> <p>SCHOOL CALENDAR AEA This policy does not create a barrier to reform State Board of Education shall have the power and authority to fix the date for the opening of the school term in all schools in the state, and shall promulgate guidelines for an annual school calendar to be observed by all public school districts. Provided, however, the local School Boards are authorized to keep school in session in excess of the minimum number of days prescribed herein. Opening and closing dates shall be in conformance with state regulations. 37-13-67 (1987)</p>	<p>This policy does not create a barrier to reform because the school board and the school district configures its academic school year calendar to follow all state guidelines for the school year and the school day. The policy allows the board at its discretion to configure the school year as it deems appropriate for the proper implementation of this reform effort as long as it follows all state guidelines and regulations for the school year. No change needed</p>	N/A
✓ Extended school year/ summer school	<p>EXTENDED SCHOOL YEAR/SUMMER SCHOOL School Board Policy AEBA This policy does not create a barrier to reform This school board shall maintain and operate all of the schools under their control for such length of time during the year as may be required. MS CODE (37-7-301(m))(1994); 37-7-</p>	<p>This policy does not create a barrier to reform because it allows the board to maintain and operate all of the schools under its control for such a length of time as may be required. No change needed</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>✓ School day</p>	<p>339. 20.5 The summer school/extended year program meets all applicable requirements of the regular school program. (MS Code 37-3-49) - Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued.</p> <p>SCHOOL DAY (AF)</p> <p>This policy does not create a barrier to reform</p> <p>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.</p> <p>1. 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 five (5) hours nor more than eight (8) hours. 37-13-67 (1954)</p> <p>2. School Day: That portion of the calendar day that includes the teaching day,</p>	<p>Cleveland School District received a Cohort 3 SIG in 2014 for D.M. Smith Middle School. All school board policies were analyzed, reviewed, and amended at that time in order to meet all requirements of eligibility for SIG funding.</p> <p>This policy does not create a barrier to reform because it allows the board to maintain and operate all of the schools under its control for such a length of time as may be required. No changes needed</p> <p>Cleveland School District received a Cohort 3 SIG in 2014 for D.M. Smith Middle School. All school board policies were analyzed, reviewed, and amended at that time in order to meet all requirements of eligibility for SIG funding.</p>	<p>N/A</p>

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>intermissions, and any additional time included in the employee contract. School day defines the normal working day for employees.</p> <p>3. Teaching Day: A day in which a minimum of 330 minutes of instruction and/or evaluation and/or district approved group testing is provided. Exceptions are days with fewer than 330 instructional minutes that are part of an instructional week of at least 27.5 hours.</p> <p>Standard 34 is as follows: The basic curriculum of each elementary or middle school (any configuration of grades K-8) consists of reading/language arts, mathematics, science, social studies, the arts, and physical education, which may be taught by the regular classroom teacher. (MS Code 37-1-3(2))</p> <p>20.2 The teaching day must provide at least 330 minutes of instruction per day or 27.5 hours per five-day week. The school district must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered. (MS Code 37-13-67).</p> <p>LENGTH OF SCHOOL DAY</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>
✓ Student arrival and departure time	<p>Board Policy AE entitled School Year and policy AF entitled School Day allows the board at its discretion to extend the day and school year to meet the requirements of the SIG grant.</p> <p>Teaching Day: A day in which a minimum of 330 minutes of instruction and/or evaluation and/or district approved group testing is provided.</p> <p>STUDENT ARRIVAL AND DEPARTURE TIME This policy does not create a barrier to reform The school day for students begins at 7:50 and ends at 3:10. This can be changed at the discretion of the school board as long as it meets state requirements.</p>	<p>This policy does not create a barrier to reform because it allows the board to maintain and operate all of the schools under its control for such a length of time as may be required. The school board has the authority to set the arrival and departure time for students as long as it meets state requirements. No changes needed.</p>	N/A
✓ Administrative personnel time schedules	<p>ADMINISTRATIVE PERSONNEL TIME SCHEDULES (CGPB) This policy does not create a barrier to reform Principals and other professional employees shall be on duty the number of days shown on the face of the current employment contract less and except those days granted by the Board for illness, personal business, earned vacation and emergencies.</p>	<p>This policy does not create a barrier to reform because it allows the board to maintain and operate all of the schools under its control for such a length of time as may be required. The school board has the authority to set the arrival and departure time for administrative personnel as long as it meets state requirements. No changes needed.</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>
✓ Instructional personnel time schedules	<p>It shall be the duty of principals to be present prior to the opening of school and after the closing of school to assure a smoothly operating school while school is in session. Principals are expected to be on duty from 7:15 a.m. to 4:30 p.m.</p> <p>INSTRUCTIONAL PERSONNEL TIME SCHEDULES This policy does not create a barrier to reform Board policy GBRB entitled Professional Personnel Time Schedule states:</p> <p>The work day shall be set within the legal parameters with consideration of the instruction and activity schedules established by the principal.</p> <p>Every effort shall be made to provide a uniform work day for employees where this is practical and consistent with the safe and efficient administration of the school.</p> <p>Professional employees shall be on duty the number of days shown on the face of their current employment contract less and except those days granted by the board for illness, personal business, earned vacation and emergencies.</p> <p>The number of hours of actual teaching which shall constitute a school day shall be determined</p>	<p>This policy does not create a barrier to reform because it allows the board to maintain and operate all of the schools under its control for such a length of time as may be required. The school board has the authority to set the arrival and departure time for all personnel as long as it meets state requirements.</p> <p>No changes needed.</p> <p>Cleveland School District received a Cohort 3 SIG in 2014 for D.M. Smith Middle School. All school board policies were analyzed, reviewed, and amended at that time in order to meet all requirements of eligibility for SIG funding.</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>and fixed by the board of trustees of the school district at not less than five (5) HOURS. '37-13-67 (2006)</p> <p>Elementary, junior high, and senior high school teachers are expected to be on duty at their respective schools at 7:30 a.m. each day. Except when carrying out assignments of the principal, teachers are expected to remain at school or on duty during the designated hours. It is expected that all teachers remain at school Monday through Friday until 3:30.</p> <p>Time is provided at the end of each school day for instructional preparation and planning, and conferences.</p>		
<u>Curriculum:</u> ✓ Curriculum development	<p>CURRICULUM DEVELOPMENT</p> <p>This policy does not create a barrier to reform Curriculum Development of the district is governed by board policy IC</p> <p>The Cleveland School District shall comply with state requirements in regard to curriculum development and follow state and/or federal guidelines related to specific programs.</p>	<p>The board policy mandates that Curriculum Development be in compliance with all state and federal policies.</p> <p>No changes needed.</p>	N/A
✓ Summer school programs	<p>SUMMER SCHOOL PROGRAMS</p> <p>School Board Policy AEBA entitled</p>	<p>This policy does not create a barrier to reform. Because of the flexibility of this policy the board has the authority to develop summer</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>EXTENDED SCHOOL YEAR/SUMMER SCHOOL allows the school board to maintain and operate all of the schools under its control for such a length of time during the year as may be required. MS CODE (37-7-301(m)(1994); 37-7-339.</p> <p>20.5 The summer school/extended year program meets all applicable requirements of the regular school program. (MS Code 37-3-49)</p> <ul style="list-style-type: none"> - Students enrolled in an extended year program complete all remaining course/subject requirements/objectives before credit for the course/subject is issued. 	<p>programs that are in compliance with guidance established by MDE and USDOE in reference to summer school programs. No changes needed.</p> <p>Cleveland School District received a Cohort 3 SIG in 2014 for D.M. Smith Middle School. All school board policies were analyzed, reviewed, and amended at that time in order to meet all requirements of eligibility for SIG funding.</p>	
<p><u>Instruction:</u></p> <p>✓ Instructional programs</p>	<p>INSTRUCTIONAL PROGRAM</p> <p>This policy does not create a barrier to reform</p> <p>Board Policy I entitled Instructional Programs states the following in reference to student achievement in the district.</p> <p>The Cleveland School District shall follow state guidelines in regard to curricula, awarding of academic credit, and other matters related to the instructional program.</p> <p>Mastery of basic skills and fundamental processes:</p>	<p>The school board policy mandates that The Instructional Program be in compliance with all state and federal policies.</p> <p>No changes needed.</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>✓ Multi-tiered system of supports</p>	<p>Acquisition of basic knowledge and skills needed to comprehend and express ideas through words, numbers, and symbols;</p> <p>Ability to utilize all available sources of information;</p> <p>Ability to think rationally, use problem solving skills, and apply logic and skill of enquiry;</p> <p>Acquisition of a general fund of knowledge, including information and concepts in mathematics, literature, natural and social sciences.</p> <p>Development of positive attitudes towards intellectual activity including curiosity and a desire for further learning.</p> <p>3-TIER INSTRUCTION Adoption Date: January 21, 2005 Revision: January, 2014</p> <p>This policy does not create a barrier to reform</p> <p>1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for</p>	<p>Cleveland School District Board has adopted Instructional goals and program management to specify and mandate 3-tier instruction for regular education track students as mandated by MDE.</p>	<p>N/A</p>

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	<p>intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:</p> <ul style="list-style-type: none"> a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks b. Tier 2: Focused supplemental instruction c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students <p>2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:</p> <ul style="list-style-type: none"> a. designed to address the deficit areas; b. research based; c. implemented as designed by the TST; 		

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>✓ Class size</p>	<p>d. supported by data regarding the effectiveness of interventions.</p> <p>3. Teachers should use progress monitoring information to:</p> <ul style="list-style-type: none"> a. determine if students are making adequate progress, b. identify students as soon as they begin to fall behind, and c. modify instruction early enough to ensure each student gains essential skills. <p>Source: <i>Miss. Code Ann. § 37-177-1, et seq., (Act)</i> (Revised 01/2014)</p> <p>CLASS SIZE</p> <p>This policy does not create a barrier to reform. Regarding class size, it shall be the policy of Cleveland School District to comply with the standards found in current Mississippi Public School Accountability Standards. The Mississippi Public School Accountability Standard #34 directly addresses student teacher ratios.</p>	<p>The school board policy mandates that Class size be in compliance with all state and federal policies.</p> <p>No changes needed.</p>	<p>N/A</p>
<p>✓ Grading</p>	<p>GRADING/EXAMINATION/RANKING/EXEMPTIONS IHA</p> <p>This policy does not create a barrier to reform</p>	<p>Cleveland School District complies with all standards found in the current Mississippi Public School Accountability Standards</p>	<p>N/A</p>

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
✓ Assessment	<p>Policies governing grading/examinations/rankings/exemptions are adopted by the School Board and published annually in student handbooks as official statements of Cleveland School District policy.</p> <p>This policy does not create a barrier to reform. Assessment: Policy Code ICB – Curriculum Development Planning:</p> <p>It shall be the policy of this district to ascertain the extent to which students master specific learner objectives and to use such information in instructional planning and decision making.</p>	<p>addressing grading. No changes needed.</p> <p>Cleveland School District complies with all standards found in the current Mississippi Public School Accountability Standards addressing assessment. No changes needed.</p>	N/A
✓ Use of test results	<p>This policy does not create a barrier to reform. Each teacher shall use formative and summative tests which are congruent with instructional activities to evaluate the level to which specified learner objectives have been attained by students.</p> <p>Test results shall be accurately reported to students and parents in a timely manner.</p>	<p>Cleveland School District complies with all standards found in the current Mississippi Public School Accountability Standards addressing the use of test results. No changes needed.</p>	N/A
✓ Lesson plans	<p>This policy does not create a barrier to reform. Time is provided at the end of each school day for instructional preparation and planning.</p>	<p>Cleveland School District complies with all standards found in the current Mississippi Public School Accountability Standards</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>
	Teachers are expected to plan lessons for instruction.	addressing lesson plans. No changes needed.	
<u>Employment (Hiring):</u> ✓ Administrative personnel hiring ✓ Teacher/other staff hiring	This policy does not create a barrier to reform. School Board Policy CGD entitled Professional Personnel Hiring allows the school board the power and authority to select all school district personnel in the manner provided by law, and to provide for such employee fringe benefit programs, including accident reimbursement plans, as may be deemed necessary and appropriate by the board. Miss Code§ 37-7- 301 {p} (1993). Additionally, the superintendent of the school district has 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. Miss Code§ 37 9 14 (2) (a) (1999).	Nothing in this policy creates a barrier to reform. Cleveland School District complies with all personnel in the manner provided by law. This policy does not need to be amended. No changes needed.	N/A
<u>Employment (Compensation):</u> ✓ Administrative and teacher compensation	This policy does not create a barrier to reform. School Board Policy CGA states that The superintendent shall enter into a contract with each assistant superintendent, principal, licensed employee and person anticipating	Cleveland School District follows the state approved salary schedule for all licensed employees. The policy does address compensation for advanced degrees and also paid professional	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>guides</p> <p>✓ Compensation for advanced degrees</p> <p>✓ Compensation guides/ salary schedules</p>	<p>graduation from an approved teacher education program or the issuance of a proper license before October 15 or February 15, as the case may be, who is elected and approved for employment by the school board.</p> <p>The amount of the salary to be paid any principal or licensed employee shall be fixed by the school board, provided that the requirements of Chapter 19 of this title are met as to principals and licensed employees paid in whole or in part from minimum education program funds.</p> <p>The policy does address compensation for advanced degrees and also paid professional personnel who will have extended contracts due to the increased time on task mandated by SIG grant guidelines.</p>	<p>personnel who will have extended contracts due to the increased time on task mandated by SIG grant guidelines.</p> <p>Cleveland School District received a Cohort 3 SIG in 2014 for D.M. Smith Middle School. All school board policies were analyzed, reviewed, and amended at that time in order to meet all requirements of eligibility for SIG funding.</p> <p>This policy does not need to be amended. No changes needed</p>	
<p><u>Employment (Placement):</u></p> <p>✓ Administrative personnel assignment/ re-assignment</p> <p>✓ Teacher/other staff assignment</p>	<p>School Board Policy CGI entitled Personnel Reassignment states that the superintendent shall have the power and authority to make assignments to the various schools in the district of all non-instructional and non-licensed employees and all licensed employees, as provided in Miss Code § 37- 9-15 and 37- 9-17, and to make reassignments of such employees from time to time; however, a reassignment of a licensed employee may only</p>	<p>Nothing in this policy creates a barrier to reform.</p> <p>This policy does not need to be amended. No changes needed</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>✓ Instructional personnel—others</p>	<p>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>The Mississippi Public School Accountability Standard for this policy is standard 3.</p> <p>LEGAL REF.: MS CODE as cited <i>Mississippi Public School Accountability Standards</i></p> <p>CROSS REF.: Policies CEB - Duties of Superintendent CA - General School Administration Goals and Objectives</p> <p>Policy: GBJ <u>PROFESSIONAL PERSONNEL PROMOTIONS</u> Professional personnel shall be promoted on their own merit by the superintendent. If, at the commencement of the scholastic year, any licensed employee shall present to the superintendent a license of a higher grade than that specified in such individual's contract, such individual may, if funds are available from</p>	<p>Nothing in this policy creates a barrier to reform. This policy does not need to be amended. No changes needed</p>	<p>N/A</p>

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
	minimum education program funds of the district, or from district funds, be paid from such funds the amount to which such higher license would have entitled the individual, had the license been held at the time the contract was executed. ' 37-9-17 (1) (1997)		
<u>Employment (Evaluation):</u> ✓ Administrative personnel evaluation ✓ Teacher/staff evaluation	<p>School Board policy CGI entitled Professional Personnel Evaluation lays out the parameters for evaluation of personnel in the district. The policy lays out certain elements of an effective evaluation process. Those are as follows: evaluation shall be a cooperative endeavor between evaluator and evaluatee; Open communication shall be considered essential; the result of evaluation(s) shall be courses of action for the improvement of job performance. These courses of action shall be set in motion by specific recommendations mutually reviewed by the evaluator and the evaluatee and the evaluation(s) shall be based on, but not limited to job expectations within the District and personal observation.</p> <p>The school district does follow the evaluation model, Teacher Professional Growth Rubric, as defined by the MS Department of Education for teachers. The school district also follows the evaluation model for Administrator Professional</p>	<p>Nothing in this policy creates a barrier to reform.</p> <p>This policy does not need to be amended.</p> <p>No changes needed</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>
	Growth Rubric, as defined by the MS Department of Education for Principals		
<u>Employment (Termination):</u> ✓ Personnel—suspension ✓ Administrative personnel separation and dismissal ✓ Teacher/ staff separation and dismissal	School Board policy CGM entitled Professional Personnel Separation informs the district personnel that it shall be the policy of the school district to provide the highest possible quality of education for the students enrolled in the schools of this district. In order to achieve this goal, it is recognized that it is necessary, from time to time, to release from future employment principals and other administrative personnel and all certified 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. Any non-reemployment decision of this school district shall be rationally related to a legitimate educational interest and not arbitrary and capricious or based upon some constitutionally impermissible reason such as race, sex, religion, handicap or exercise of First Amendment rights	Nothing in this policy creates a barrier to reform. This policy does not need to be amended. No changes needed	N/A
<u>Professional Development:</u> ✓ Opportunities— all employees	Board Policy CK entitled Professional Personnel Professional Development says that the school board recognizes its particular responsibility to provide the opportunity for the continual professional growth of its professional staff. To	Nothing in this policy creates a barrier to reform. This policy does not need to be amended. 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>
✓ Administrative personnel professional development	<p>this end, professional personnel may be granted leave by the superintendent, within budget considerations, to take part in such opportunities.</p> <p>Policy: CK Administrative Personnel Professional Development</p> <p><u>ADMINISTRATIVE PERSONNEL PROFESSIONAL DEVELOPMENT</u></p> <p>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.</p>	<p>Nothing in this policy creates a barrier to reform.</p> <p>This policy does not need to be amended.</p> <p>No changes needed</p>	N/A
<u>Student Climate:</u> ✓ Attendance	<p>Policy: JBD Student Attendance, Tardiness and Excuses</p> <p>The school board believes that good attendance, with a minimum of tardiness and absenteeism, is essential if students are to gain maximum benefit</p>	<p>Nothing in this policy creates a barrier to reform.</p> <p>The Board Policy clearly sets out the process for maintaining a safe and orderly climate.</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>
✓ Truancy	<p>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).</p> <p>Policy: JBAC Truancy "Compulsory-school-age child" means a child who has attained or will attain the age of six (6) years on or before September 1 of the calendar year and who has not attained the age of seventeen (17) years on or before September 1 of the calendar year; and shall include any child who has attained or will attain the age of five (5) years on or before September 1 and has enrolled in a full-day public school kindergarten program. ' 37-13-91 A "truant" is a student who is absent without a valid excuse as identified in Policy JBA, Compulsory School Attendance. Reports of truancy shall be made in accordance with the Mississippi Compulsory School Attendance Law (MS CODE ' 37-13-91) and Policy JBA.</p>	<p>This policy does not need to be amended.</p> <p>No changes needed</p> <p>Nothing in this policy creates a barrier to reform.</p> <p>The Board Policy follows Compulsory School Sttendance Law for the state of MS.</p> <p>This policy does not need to be amended.</p>	N/A
✓ Student	Each school has a student council made up of students elected by the respective grade levels	Nothing in this policy creates a barrier to	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>involvement in decision-making</p> <p>✓ Student conduct</p>	<p>that meet regularly with the school administration to discuss student activities and policies. Board-mandated student codes of conduct will be reviewed by the student council of the school with student recommendations being made to the district board of trustees. The district will review all recommendations to make sure that the recommendation is in compliance with state and federal laws and then the recommendation will be considered.</p> <p>Board policy JCA entitled Student Code of Conduct says a student code of conduct, developed under the leadership of the district administration, and in cooperation with staff, will be made available and distributed to parents and students outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, as required by the No Child Left Behind Act of 2001 (NCLBA). In addition, each school may publish a student/parent handbook detailing additional rules specific to that school. [All rules applying to student conduct shall be posted in a prominent place in each school building.]</p>	<p>reform. No amending necessary.</p> <p>Nothing in this policy creates a barrier to reform.</p> <p>The Board Policy clearly sets out the process for maintaining a safe and orderly climate.</p> <p>This policy does not need to be amended.</p>	N/A
<u>Family and Community</u>	School Board policies GAH - Community/Parent Relations and policy KCB entitled Community	Nothing in this policy creates 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>
<u>Engagement:</u> ✓ School-community relations ✓ Family involvement ✓ Community involvement in decision-making	<p>Involvement in Decision Making are written in a way to meet the legal standard which guides implementation.</p> <p>Policy Code:GAH Community / Parent Relations</p> <p>The school board directs the superintendent to implement a program of effective community involvement for staff that includes parents, businesses, and community groups. The Mississippi Public School Accountability Standard for this policy is standard 18.</p> <p>Policy: KCB Community Involvement in Decisionmaking</p> <p>Community participation in the affairs of the schools is 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 district will be encouraged to express their ideas, concerns, and judgments 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</p>	<p>This policy does not need to be amended. No changes needed</p> <p>Nothing in this policy creates a barrier to reform. This policy does not need to be amended. No changes needed</p> <p>Nothing in this policy creates a barrier to reform. This policy does not need to be amended. No changes needed</p>	<p>N/A</p> <p>N/A</p>

Policy	Analysis	Proposed Changes	Completion Date
<i>Topic covered</i>	<i>How does this policy create a barrier to reform?</i>	<i>How will this policy be amended?</i>	<i>When will these changes be enacted?</i>
✓ Federal programs procedure with complaint resolution	<p>meetings of the board, and (5) service on citizens' advisory committees.</p> <p>The advice of the public will be carefully considered.</p> <p>The Mississippi Public School Accountability Standard for this policy is standard 18.</p> <p>This standard complaint resolution procedure applies to all programs administered by the Department of Elementary and Secondary Education under the Goals 2000 Educate America Act and the Improving America's Schools Act (IASA). A complaint is an allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department personnel. A complaint under this procedure must be in writing and signed by the complainant. The written complaint must specify the details of the situation and must pertain to a law or regulation that is allegedly being violated, misapplied, or misinterpreted. Any parent or guardian, surrogate parent, teacher, administrator, school board, or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint. The Cleveland School District contact</p>	<p>Nothing in this policy creates a barrier to reform.</p> <p>This policy does not need to be amended.</p> <p>No changes needed</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>✓ Visitors to schools</p> <p><i>Cleveland School District received a Cohort 3 SIG in 2014 for D.M. Smith Middle School. All school board policies were analyzed, reviewed, and amended at that time in order to meet all requirements of eligibility for SIG funding.</i></p>	<p>person for Federal Programs complaints is the Federal Programs Director.</p> <p>Policy KM entitled Visitors to Schools does allow parental classroom visits. Each visit must be scheduled with the teacher and the visitor may not in any way infringe on the educational process (teaching and learning) in the classroom. PROCEDURES FOR SCHOOL VISITATION</p> <p>Any person desiring to visit a school must report upon arrival at the school to the principal's office for clearance.</p> <p>Parents and other persons who wish to visit the public schools should be routed to the school office, be greeted by the principal and guide services. All visitors are to be made to feel welcome.</p>	<p>Nothing in this policy creates a barrier to reform. This policy does not need to be amended. No changes needed</p> <p><i>Cleveland School District received a Cohort 3 SIG in 2014 for D.M. Smith Middle School. All school board policies were analyzed, reviewed, and amended at that time in order to meet all requirements of eligibility for SIG funding.</i></p>	<p>N/A</p> <p><i>Cleveland School District received a Cohort 3 SIG in 2014 for D.M. Smith Middle School. All school board policies were analyzed, reviewed, and amended at that time in order to meet all requirements of eligibility for SIG funding.</i></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>

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.

Appendix B – the Board's agenda is attached. The minutes for that meeting will not be available or official until May 8, 2017.

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)?

Cleveland School District (CSD) conducted a thorough analysis of our school's needs, which included determining which intervention model best fit our situation. We have determined that our district needs to contract with an external lead partner to provide us with high quality training, support, and guidance in leading our school reform efforts. In order to recruit an external lead partner we will assemble a selection team and write a Request for Proposals, and then use the following steps:

1. The Cleveland School District (CSD) will recruit an External Lead Partner through the following process: The CSD will issue a Request for Proposals which will be published on the district website and submitted to the Mississippi Department of Education websites.

2. The CSD will consult with schools and districts which are similar to ours to discuss how service providers have implemented reform actions, consulting services, and professional development in their schools.

3. The CSD will consider a variety of different types of service providers to ensure that we have ample opportunity to find one that is the best fit for our school.

4. The CSD will also contact professional organizations, such as Mississippi Association of School Superintendents, Mississippi School Boards Association, and the Mississippi Association of School Administrators to conduct due diligence in screening potential service providers as lead partners.

5. The CSD will thoroughly examine the service provider's track record of success by examining qualitative and quantitative data, including gains in student performance, results from teacher professional development evaluations, number of consulting days completed, number of highly-trained and qualified consultants on staff, and interviews with previous

clients to gather a satisfaction rating.

b) Model Request for Proposal

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

☒ YES

☐ NO

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

c) Screening, Evaluating, and Selecting External Providers

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

The CSD will utilize the following process for screening, evaluating and selecting lead partner applicants. This outline has been adapted from Learning Points Associates research, *A Guide to Working with External Partners, Third Edition* December 2012, Authors: Bryan Hassel, Ph.D and Lucy Steiner.

Action Steps	Person Responsible	Timeline
Creating a Framework for the Selection Process Step 1: Putting Together a Selection Team *Decide who should be on the selection team. *Decide what role various team members will have on the selection team. * Decide what input other key stakeholders who are not on the selection team will have.	Superintendent	June/July 2017 (as soon as grants are awarded by MDE)
Step 2: Developing a Request for Proposal (RFP) * Identify the most pressing needs. * Identify budget, timeline, and logistical concerns.	District Selection Team	June/July 2017 (as soon as grants are awarded by MDE)

<ul style="list-style-type: none"> * Identify the expected outcomes as a result of hiring an external provider. * Identify the services the external provider needs to deliver. * Identify selection criteria. * Write an RFP outlining the school's needs, the outcomes and services expected, and the selection criteria. 		
<p>Step 3: Recruiting Potential Providers</p> <ul style="list-style-type: none"> * Issue an RFP. Publish it on District and MDE webpage. * Consult with schools or districts similar to ours. * Consider various types of providers. * Contact professional organizations. * Examine the provider's track record of success 	District Selection Team	July 2017
<p>Screening and Vetting a Lead Partner External Provider</p>	Superintendent	August 2017
<p>Step 4: Conducting Initial Conversations with the provider applicant.</p> <ul style="list-style-type: none"> * Discuss selection criteria * Discuss the cost services. * Discuss the expected outcomes and timetable. * Discuss the provider's evaluation strategy. 	Superintendent	August, 2017
<p>Evaluating a Lead Partner External Provider</p>	Superintendent District Selection Team	August – September 2017
<p>Step 5: Scoring Proposals</p> <ul style="list-style-type: none"> * Establish a meeting date, time and place for reviewing proposals from 	Superintendent District Selection Team	August-September 2017

<p>potential lead partners/external providers submitted in response to the RFP.</p> <ul style="list-style-type: none"> * Examine carefully each proposal with the selection team. *Complete an evaluation matrix on each provider to evaluate the proposals 		
<p>Step 6: Checking References</p> <ul style="list-style-type: none"> * Ask the provider for references. * Contact schools or Districts similar to ours that have worked with this provider. 	<p>Superintendent District Selection Team</p>	<p>August-September 2017</p>
<p>Selecting a Lead Partner External Provider</p>	<p>Superintendent District Selection Team</p>	<p>September 2017</p>
<p>Step 7: Reaching an Agreement on a Provider</p> <ul style="list-style-type: none"> *Conduct due diligence on each potential provider. *Ask key stakeholders to review or formally approve your choice. * Build support for the choice among the wider school community. 	<p>Superintendent District Selection Team</p>	<p>September 2017</p>
<p>Step 8: Negotiating a Contract</p> <ul style="list-style-type: none"> *Clarifying the package of services and materials supplied by the provider *Communicate the school or district's needs to the provider. *Identify gaps between what the school or district requires and what the provider's standard package can provide 	<p>Superintendent</p>	<p>September – October 2017</p>

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> *Discuss school-level and district level policies that are required for effective implementation. *Agree upon a contract length acceptable to both parties. *Agree on formative and summative outcome measures. *Agree on a timetable for measuring outcomes. * Work with the school or district attorney to draw up the best possible contract | | |
|---|--|--|

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.

Cleveland School District has a long history of receiving, successfully managing and

implementing numerous substantial competitive grants which have produced positive student outcomes.

The school district applied for and received a total of five Federal Magnet School Grants.

- 1991 - \$ 670,362.00
- 1994 - \$ 2,320,943.48
- 2004 - \$ 5,839,591.00
- 2007 - \$ 6,050,734.00
- 2010 - \$ 2,171,461.00

Each of these grants was managed by the Cleveland School District Business Office in a timely and efficient manner and implemented by school district employees. All five grants had unbiased outside professional evaluators approved by USDE who evaluated the goals and objectives and reported the results to the U. S. Department of Education. **The academic goals and objectives in each of the schools served by the Magnet Grants were all reached and surpassed.**

All of the Magnet Grants received a letter of approval and audit release from the USDE.

Other competitive grants which have been received and effectively implemented include the following:

- **21st Century Learning Center -**
 - 2005 - \$ 100,000.00**
 - 2006 - \$ 95,303.00**
 - 2008 - \$ 57,181.80**
 - 2009 - \$ 50,000.00**

Cleveland School District has also been awarded competitive funds through the 21st Century Learning Center grant program from 2005-2009 to provide an after school tutorial, enrichment and character education program to our students at East Side High School. During this time, the program had a positive impact on our students, working families, and our community. East Side High School experienced notable success with the support of this program as measured by a **move to a rating of "C" in the accreditation system.**

- **Goals 2000**
 - 2000 - \$ 73,700.00**
 - 2001 - \$ 74,250.00**

This grant enabled the district to improve learning and teaching by providing a national framework for education reform; to promote the systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students;

- **Enhancing Education Through Technology (E2T2)**

2007 - \$ 12,778.63

2008 - \$ 12,862.26

2009 - \$ 14,425.93

2010 - \$ 13,967.98

These grants helped to equip our high school classrooms with interactive whiteboards, digital student responders, and mobile laptops. The outcomes provided through these grants have been seen in increased access to technology for our students, teachers, staff, and parents; bridging the digital divide by providing equity for students in digital content and equipment, and increasing student achievement.

- SPARK Mississippi - \$ 5,000,000.00 - SPARK Mississippi was a 5 million dollars initiative for: Cleveland, Hollandale, North Bolivar, Mound Bayou, and Pearl Mississippi. Spark Mississippi was a national initiative of the W. K. Kellogg Foundation to help communities unite resources to better prepare children for school. The SPARK was a model put in place to strengthen and align systems that support early childhood education through close community networks and partnerships. With a focus on: family, school, early childhood educators and communities.
- Excel by 5 - \$ 33,197.97 - In 2004, Cleveland, MS was selected as one of four Excel by 5 Pilot Candidate Communities in the state of Mississippi. In the beginning the Bolivar Community Action Agency served as the lead agency in this process. Subsequently in the 2006 time frame the lead role of this initiative transferred to the Cleveland School District. As part of this pilot initiative Excel by 5, through Mississippi State University, provided \$33,197.97 to the Cleveland School District to support and provide reimbursement for Professional Services, Supplies and other expenses associated with the efforts of the Cleveland School District to become a certified early childhood community. **Cleveland School District is now a certified early childhood community.**
- Blue Cross Blue Shield Health - \$ 26,000.00 x 6 elementary campuses - BCBS - \$26,000 per elementary campus to install fitness playgrounds. All elementary campuses in the district now have a fitness playground. These playgrounds are used throughout the district to improve the exercise programs for our students in need, many of which were overweight.
- PEP Grant - \$ 4,386,978.17 - Carol M. White (PEP) – USDE annual report on project and performance goals. This grant provided health and wellness for the schools in CSD. This was a partnership between Delta State University and Cleveland School District. **Through this grant physical education teachers were provided for each elementary school.**
- ARRA Homeless Grant - \$15,043.47 evaluated through student academic progress on state tests
- Cleveland School District received a **School Improvement Grant (SIG) in 2014** for

D.M. Smith Middle School. The total amount of funds awarded for that grant were \$1,741,208.93. ***D.M. Smith has successfully moved from a low “D” accreditation level to a high “C” level.***

Each of these grants was managed by the Cleveland School District Business Office in a timely and efficient manner and implemented by school district employees.

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 district superintendent's role will be to provide a focused vision, ongoing guidance and timely support to the school reform efforts in order to achieve a successful school transformation. We understand that persistently low-achieving schools need support in order to transform and turnaround student and staff performance. One way that this support will materialize is through the distribution of resources - both financial and human capital. The superintendent will ensure that the school implementing SIG will have the resources needed by prioritizing the needs of our schools and realigning staff, time, and finances to make positive change.

The superintendent will also set clear goals and expectations for increasing student achievement; ensure the alignment of curriculum, instruction, and assessment is achieved; ensure that time and resources are maximized to support instructional improvement; and **provide the principal and teachers with flexibility and autonomy to meet their goals.**

The superintendent's main goal is to transform the district's processes, practices, and procedures to sustain the vision of high standards for student achievement in a supportive climate long after the SIG funds are expended.

3. LEA Role in Supporting and Monitoring Implementation

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

The District Transformation Team and the school leadership team will work together along with the External Provider to analyze all of the current data. This includes all state assessments, universal screeners, and program assessments. After all data has been analyzed then goals for growth will be established. The goals will include all quartiles. The goals will include all sub groups. The goals will also be progressive, as one goal is reached another will be made.

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?

In order to monitor the implementation of our school reform efforts, we will create a **District Transformation Office**. This office will be under the direction of the Superintendent and will be **comprised of the District Transformation Team (DTT)**. **The DTT will oversee the SIG model.**

DTT members include the Superintendent, Assistant Superintendent/ Curriculum and Testing, Assistant Superintendent/Federal Programs, Financial Business Manager, SIG Principal, SIG Transformation Specialist Internal Lead Partner (Internal Lead Partner), SIG Grant Writer. The Financial Business Manager will be funded through district funds - not SIG funds. Due to the amount of additional funding that will be infused into our school district, the Superintendent and administration recognizes the increased workload that will be added to the business office. To ensure that all dollars are accounted for properly and that the work assignments are distributed in an equitable and reasonable manner, the district will provide the Financial Business Manager who will work with the DTT to manage the SIG-related budgets, requisitions, purchase orders, payments, and billings. Again, the financial business manager will be paid for by local, district funds as an example of our district's level of commitment to this project and evidence of our attempt to provide necessary strategic planning to ensure a smooth and successful grant implementation. **The District Transformation Team (DTT) will meet monthly** to review program action steps, implementation milestones, and data to determine progress or additional needs. **The Internal Lead Partner (Internal SIG Officer)** will provide detailed reports for the DTT to review. The DTT will discuss the actions that have been provided by the school level leadership, the External Lead Partner, and support service providers. With guidance from the **Internal Lead Partner** the DTT will develop a plan for monitoring implementation that includes data collection, observation of the program as implemented, analysis of the data, and plans to address "off-target" results. We will identify any next steps or interim actions needed to ensure success. Additionally, the DTT will review the budget and ensure that purchases are being implemented in a timely and appropriate manner. **The Internal Lead Partner** will work with the MTSS/RTI coordinator to ensure that the MTSS/Response-to-Intervention model is implemented smoothly.

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

The following staff members will provide leadership and will monitor implementation to ensure the successful implementation of all project activities:

- The Superintendent, as Chief Executive Officer of the School District, is charged with implementing the policies of the school district. The superintendent will support the Principal and school in achieving the goals of this reform endeavor. (District Funds)
- The Business Manager will oversee the budgets and ensure that funds are being spent according to the plan, as well as state and federal guidelines. (District Funds)
- The Federal Programs Director will provide support in leveraging available resources to improve student achievement through a comprehensive effort. (District Funds)

- The Assistant Superintendent/Curriculum Director will support the staff in all activities related to curriculum, instruction, and assessment; technology integration, and professional development. Her expertise in the area of school improvement will be instrumental in supporting the school in successfully implementing this project. (District Funds). The Assistant Superintendent/Curriculum Director will be the designated District Level Turnaround Officer. The Assistant Superintendent/Curriculum Director will work directly with the building principal and the Internal Transformation Partner (Internal SIG Officer).
- **The Transformation Specialist Internal Lead Partner** with assistance from the above district level administrators will oversee all aspects of the SIG model. (SIG Funds). The Assistant Superintendent/Curriculum Director will work hand in hand with the **Transformation Specialist Internal Lead Partner** (Internal SIG Officer)

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

The Transformation Specialist Internal Lead Partner will meet weekly with the principal, external lead partner, and the school's leadership team. Together they will review teacher observations and evaluations and teacher lesson plans. They will also review student data on weekly assessments, student disciplinary referrals, and student tardies and absences. The MTSS/RTI reports will also be reviewed weekly. **The Transformation Specialist Internal Lead Partner** will work with the MTSS/RTI coordinator to ensure that the MTSS/Response-to-Intervention model is implemented smoothly.

The Transformation Specialist Internal Lead Partner will meet with the District Transformation Team (DTT) monthly to report the results of the weekly meetings being held.

At the monthly meetings of the DTT the members will review program action steps, implementation milestones, and data to determine progress or additional needs. The DTT will consist of the superintendent, Assistant Superintendent/Curriculum Director, key district administrators, The Transformation Specialist Internal Lead Partner, and principal. The DTT will discuss the actions that have been provided by the school level leadership, the lead partner, and support service providers. The DTT will develop a plan for monitoring implementation that includes data collection, observation of the program as implemented, analysis of the data, and plans to address "off-target" results. We will identify any next steps or interim actions needed to ensure success.

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 will ensure that the school implementing SIG will have the resources needed by prioritizing the needs of our schools and realigning staff, time, and finances to make positive change.

The superintendent will also set clear goals and expectations for increasing student achievement; ensure the alignment of curriculum, instruction, and assessment is achieved; ensure that time and resources are maximized to support instructional improvement; and **provide the principal and teachers with flexibility and autonomy to meet their goals.**

Members of the DTT will examine teacher schedules and class size to ensure that teachers are provided with the necessary time for instructional planning, grade level team meetings, and data team work sessions. The DTT team will also maintain the maximum amount of learning time possible in the school.

One of the major expected outcomes of this reform work is increased accountability by all staff. Any faculty or staff member who is not meeting the goals or expectations set by the superintendent and the DTT committee will be placed on an improvement plan that will be monitored daily. A mentor will be assigned to assist the individual with the improvement plan.

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.

Dr. Jacqueline Thigpen, Superintendent, was appointed superintendent of Cleveland School District in May 2007. She served as Director of Special Services in Cleveland School District from January 2001 to May 2007. She served as the School District Psychometrist from July 1993 to January 2001. She has experience as a counselor, mental health consultant, and alcohol and drug counselor. She is a licensed social worker, a licensed school psychometrist, and a licensed school administrator. She received a Master of Education Degree in Guidance and Counseling in 1982, a Master of Education Degree in School Psychology in 1992, a Master of Education Degree in Educational Administration in 1997, an Educational Specialist Degree in Educational Administration in 2000, and a Doctor of Education with an emphasis on Curriculum and Instruction in December 2004. ***Under Dr. Thigpen's leadership Cleveland School District is a level "C" school district.***

Dr. Lisa H. Bramuchi, Assistant Superintendent and Curriculum Coordinator, has served in this capacity since January, 2011. Prior to serving as Assistant Superintendent, Dr. Bramuchi, was principal at Parks Elementary, D. M. Smith Middle School and Cypress Park Elementary. From 1999-2006 while serving as the instructional leader at Cypress Park, the school's rating ***increased from a level two to a level five school.*** During her tenure at Cypress Park, the school received a Reading Excellence Grant in the amount of \$616,000 to improve reading instruction. Proudly, one hundred percent of the fourth grade students scored proficient on the reading

portion of the Mississippi Curriculum Test and were ranked 13th in the state. Mrs. Bramuchi will be the designated District Level Turnaround Officer.

Mrs. Beverly Hardy is a veteran elementary school teacher in the Cleveland School District. She taught in the classroom for eighteen years, served as an assistant principal at an elementary school and at a middle school (August, 1991 – February 28, 1994), and served as principal of Hayes Cooper Center in Merigold, MS from March 1, 1994 until June 30, 2013 (19 years). For the entire nineteen years she was principal at ***Hayes Cooper Center the school's accreditation level was a Level 5, a STAR School, and a level "A" school. Under her tenure Hayes Cooper Center received the Blue Ribbon Award from the USDE.*** She retired from the position as elementary school principal and is currently working in the Cleveland School District Central Office as Director of Magnet Schools and Grant Writer.

Mrs. Cindy Holtz, Business Manager for the Cleveland School District, has served in this capacity since July 2012. Previously she was employed as the Business Manager for the Coahoma County School District from July 2005 through June 2012 and the Copiah County School district from December 1980 through June 2005 for more than 32 years total experience in school finance in the State of Mississippi. Over the years, Mrs. Holtz has overseen the implementation of upgraded policies, procedures, and practices in the business office and throughout the districts for which she has been employed. ***This has been recognized by the Mississippi Office of the State Auditor. She has guided these districts through major funding deficits over the years yet these districts were able to maintain healthy financial positions through her tenure.***

Dr. Randy Grierson will be the principal at the newly formed Cleveland Central High School in Cleveland, MS. He has served as principal of East Side High School since 2011-2012. ***Dr. Grierson has set key initiatives to transform the school climate and culture of East Side High School by increasing student attendance and decreasing discipline problems. He has established a good rapport with students, raised teacher attendance, and focused the school on measurable targets for improving student achievement and growth.*** Dr. Grierson's hands-on leadership style is evident in his proactive approach to contacting parents, conducting home visits, and being a visible presence throughout the school. Dr. Grierson will serve as a mentor to the principal assigned to Pearman Elementary.

L'Kenna C. Whitehead, Ed.S. will be the principal at the newly formed Cleveland Central Middle School in Cleveland, MS. Mr. Whitehead has been the principal at D.M. Smith Middle School since the 2014/2015 school year. He has been the "turn around" principal for D.M. Smith throughout all three years of the SIG that was awarded to D.M. Smith. While serving as the principal of D.M. Smith Middle School, Mr. Whitehead led the administration, faculty, and staff in transforming a school culture and climate and to effectively support ongoing professional development and improve teacher capacity. He devised systems to improve the academic achievement and quality of the learning environment. In this transition, ***under Mr. Whitehead's leadership, D.M. Smith improved from a low D school to a high C school.*** His efforts at D.M. Smith have impacted the Cleveland Community, by increasing parental involvement and helping Cleveland see D.M. Smith as a well-respected school.

As the principal at D.M. Smith Middle School Mr. Whitehead:

- Led improvement of the school culture and climate through improving school systems
- Improved the quality of instruction delivered to students
- Raised the accreditation level of D.M. Smith from a low "D" to a high "C" school.
- Selected as Cleveland School District Administrator of the Year for 2015-2016

Mr. Whitehead will serve as an excellent mentor for the new Pearman Elementary Principal who will possess the proven qualities of "turnaround leadership"

Mr. Authur Johnson currently holds a Masters of Education degree but is pursuing his Ed.D. in Educational Leadership. His professional profile indicates a very dedicated and successful educator.

- 19 year career as an administrator and teacher at the elementary and secondary education levels
- Proven leadership at multiple sites in one of the state's largest school districts
- Independent Education Consultant
- Successful independent school educator

Professional Honors and Awards include:

- Delta State University Superintendents Academy, Class of 2008-2009
- Administrator of the Year, Greenville Public School District 2007-2008
- Harvard University, The Phil Hardin Foundation Fellow, Summer 2006

Some highlights of his professional experience include:

School Improvement Officer, D.M. Smith Middle School 2015-Present

- Manages 1.7 million dollar grant
- Compile and submit all SIG reports to MDE
- *Collaborates with principal in reaching school goals of raising the accreditation level of D.M. Smith from a low "D" to a high "C" school.*

Mr. Johnson will serve as an excellent mentor for the School Improvement Officer for Pearman Elementary School.

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.

D.M. Smith Middle School – Three (3) Year cycle – awarded the SIG for all three (3) years

Year 1 - 2014/2015 – \$ 783,544.02

Year 2 – 2015/2016 - \$ 574,598.95

Year 3 – 2016/2017 - \$ 383,065.96

Total Amount Awarded over the three (3) year cycle - \$ 1,741,208.93

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.

As a district, we will focus the SIG funds as an investment in mission-critical areas - such as building human capital- to ensure a **transformational leader** and high-quality teams of teachers are in place that can create a culture of achievement. This culture of achievement and transformed school climate will remain in place after the funding has expired. In previous years,

our district has operated like many others by allowing teachers to transfer from one school to another based on seniority. On occasion, this has resulted in more experienced teachers often choosing to move to higher performing schools. In an effort to sustain the reforms made through SIG, we will discontinue this practice and make teacher placements based on the needs of the school and students first and foremost. We will also continue the **recruitment efforts to attract high quality teachers, staff, and administrators to our schools.**

The district will be working during this grant period to identify and support district leaders, school leaders, teacher leaders, and community leaders to support the goals and measures of success of the school. The successes will be determined by both short-term results and long-term results which may not be realized until after the grant has ended. Capacity for district, school, and community leadership must be built during the four years of the funding in order to sustain all efforts after the funding period ends.

Key staff members at the district and school levels will ensure quality implementation of the grant and develop over the four years a philosophy built on a foundation of success building upon success. As the school is transformed, a new mindset will be developed among school staff that will guide further determinations of ensuring a successful school.

Through extensive professional development, staff members will be able to completely understand student progress through data. Incremental changes will be noted and addressed and all personnel will be able to access both individual and group data so that planning for growth will become the focus of the implementation of the grant.

Teachers will experience the intrinsic rewards that impact human capacity to continue to build upon success beyond the immediate grant period. The school staff will be participating in professional training that will guide successful implementation over the four-year life of the grant. Teachers will be trained and empowered to address the needs of the students by making data based decisions on a daily basis and providing differentiated instruction so that all students have access to grade level instruction with high expectations.

From the district-level, we will examine teacher schedules and class size to ensure that teachers are provided with the necessary time for instructional planning, grade level team meetings, and data team work sessions. We will also maintain the maximum amount of learning time possible in each school throughout the district. One of the major expected outcomes of this reform work is increased accountability by all staff. As we move forward, after funding expires, the district superintendent will continue to clarify accountability through the frequent and transparent use of data in staff meetings and leadership team meetings.

Mr. L'Kenna C. Whitehead, Ed.S. who was the turnaround principal at D.M. Smith Middle School throughout all three years of the SIG that was awarded to D.M. Smith, will serve as a mentor for the new turnaround principal that will be hired for Pearman. While serving as the principal of D.M. Smith Middle School, Mr. Whitehead led the administration, faculty, and staff in transforming a school culture and climate and to effectively support ongoing professional

development and improve teacher capacity. He devised systems to improve the academic achievement and quality of the learning environment. In the transition, under Mr. Whitehead's leadership, D.M. Smith improved from a D school to a C school. His efforts at D.M. Smith have impacted the Cleveland Community, by increasing parental involvement and helping Cleveland see D.M. Smith as a well-respected school. He will serve as an excellent mentor for the new "turnaround leader" /Pearman Elementary Principal

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."

Additionally, at the district level, we will use incremental funding, from sources such as Title I to increase student time in key academic areas and provide struggling learners with the instructional support they need. We will also examine our district's previous budget to avoid investing in less leveraged areas like across-the-board class size reduction and add-on programs that are not integrated with the core instructional programs. Each principal who receives Title I funds for their school will have to align the Title funds back to improving the College and Career Ready instructional programs and standards for the students in their building.

Another important step to sustaining the school reform efforts provided through these school improvement funds will be focusing on ongoing community engagement strategies. After funds expire, we will continue community engagement opportunities through inviting parents and community members to serve as mentors for at risk students and volunteers in the school to assist classroom teachers. In addition, we will continue our efforts to garner a broad base of community support by having open forum meetings frequently to garner input from our community members.

Federal funds and district funds will be used to sustain any programs, maintenance, and teachers or other positions used to make improvements during the SIG. The district will continue to seek available grants for building strong educational opportunities.

The following positions (paid for with SIG funds) are outlined for sustainability after the grant period is over.

Position	Funding During SIG	Funding after SIG
Transformation Specialist Internal Lead partner..	SIG	<p>This person will work closely with the principal and the <i>External Partner/transformation specialist</i>. This person will provide guidance, leadership and support for the program throughout the four years and after the program is over</p> <p>The person holding this position will become one of the certified staff at Pearman Elementary School. Through a leadership role and certified</p>

		career promotional ladder this person will continue in this role. Planning time each day will be provided in the schedule to continue with these responsibilities.
Reading/Literacy Coach	SIG	The person holding this position will become one of the certified teachers on staff at Pearman Elementary School. Through the extensive training provided by the contracted external partner this person will continue to assist and advise all teachers in reading and literacy. They will become the lead teacher in the language arts department. Planning time each day will be provided in the schedule to continue with these responsibilities.
Math Coach	SIG	The person holding this position will become one of the certified teachers on staff at Pearman Elementary School. Through the extensive training provided by the contracted external partner this person will continue to assist and advise all teachers in math. They will become the lead teacher in the math department. Planning time each day will be provided in the schedule to continue with these responsibilities.
Tutors (2) – (1 ELA, 1 Math)	SIG	Title 1 funds will be used to provide 2 tutors

There will be 3 certified positions and 2 non-certified (tutors) paid with funds from SIG.

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>
Pearman Elementary School	0614-0032	2800750-00085	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: 0
- 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/Eviden
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		ce to Support Identification of Priority Needs																																																																															
Student Achievement	<p>Pearman Elementary School has just been placed on the March, 2017 Reset List of Eligible Schools as a priority school in a level F. During the 2014/2015 school year, students completed the PARCC assessment but in the 2015/2016 school year students completed the MAP assessment. Based on previous data, Pearman has not met AMO's.</p> <p>The two consistent strands of data are as follows for NWEA MAP (Universal Screener) and the Mississippi Science Test:</p> <p>Students have completed the NWEA MAP assessment the last two years. When comparing the 14/15 fall data to the 15/16 fall data, it indicates Grades 3-5 decreased in proficiency in the areas of Reading, Language, and Math. On the other hand, the Fall, 2016-2017 data shows some increases when compared to 15/16 data in all areas of 4th and 5th grades. Third grade Reading and Language continued to decrease.</p> <table border="1"> <thead> <tr> <th>Gr</th> <th colspan="3">Reading</th> <th colspan="3">Language</th> <th colspan="3">Math</th> </tr> <tr> <th></th> <th>Fall, 2014-2015</th> <th>Fall, 2015-2016</th> <th>Fall, 2016-2017</th> <th>Fall, 2014-2015</th> <th>Fall, 2015-2016</th> <th>Fall, 2016-2017</th> <th>Fall, 2014-2015</th> <th>Fall, 2015-2016</th> <th>Fall, 2016-2017</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>*157.2</td> <td>*159.1</td> <td>*155.5</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> <td>161.3</td> <td>161.5</td> <td>153.7</td> </tr> <tr> <td>2</td> <td>176.2</td> <td>*167.8</td> <td>184.7</td> <td>176.6</td> <td>*171.2</td> <td>174.7</td> <td>177.5</td> <td>*172.9</td> <td>*173.7</td> </tr> <tr> <td>3</td> <td>188.6</td> <td>*181.0</td> <td>*179.3</td> <td>*188.2</td> <td>*186.9</td> <td>*184.5</td> <td>*185.4</td> <td>*184.9</td> <td>*185.7</td> </tr> <tr> <td>4</td> <td>*194.6</td> <td>*189.3</td> <td>*190.5</td> <td>*196.8</td> <td>*191.1</td> <td>*195.2</td> <td>*193.5</td> <td>*188.6</td> <td>*191.2</td> </tr> <tr> <td>5</td> <td>*204.0</td> <td>*194.3</td> <td>*197.5</td> <td>206.4</td> <td>*198.7</td> <td>*200.0</td> <td>*207.1</td> <td>*198.1</td> <td>*199.7</td> </tr> </tbody> </table> <p><i>*denotes areas that are <u>below grade level</u> according to the 2015 RIT Scale Norms that compare achievement status to students' performance in the same grade at a comparable stage of the school year.</i></p> <p>The Mississippi Science Test data show a significant decrease in proficiency from SY 14/15 year to the 15/16 year.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Science</th> </tr> <tr> <th></th> <th>14/15</th> <th>15/16</th> </tr> </thead> <tbody> <tr> <td>Proficiency</td> <td>38.9</td> <td>25</td> </tr> </tbody> </table>	Gr	Reading			Language			Math				Fall, 2014-2015	Fall, 2015-2016	Fall, 2016-2017	Fall, 2014-2015	Fall, 2015-2016	Fall, 2016-2017	Fall, 2014-2015	Fall, 2015-2016	Fall, 2016-2017	1	*157.2	*159.1	*155.5	N/A	N/A	N/A	161.3	161.5	153.7	2	176.2	*167.8	184.7	176.6	*171.2	174.7	177.5	*172.9	*173.7	3	188.6	*181.0	*179.3	*188.2	*186.9	*184.5	*185.4	*184.9	*185.7	4	*194.6	*189.3	*190.5	*196.8	*191.1	*195.2	*193.5	*188.6	*191.2	5	*204.0	*194.3	*197.5	206.4	*198.7	*200.0	*207.1	*198.1	*199.7		Science			14/15	15/16	Proficiency	38.9	25	<p>Data from the following sources was reviewed to identify our prioritized needs for student achievement</p> <p>Quantitative data: MAP ELA scores MAP Math scores</p> <p>NWEA MAP Universal screener data</p> <p>STAR reading data</p> <p>STAR math data</p> <p>Reading Plus data</p> <p>Report Card grade distribution</p> <p>Promotion/retention data</p>
Gr	Reading			Language			Math																																																																										
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Our MDE data below indicates that the percentage of students who are scoring proficient has decreased significantly in Language Arts and Math; however the comparison reflects the two different tests administered both years. It seemed that Growth increased in Math, but again, we are comparing two different assessments.

	Lang Arts		Math	
	14/15	15/16	14/15	15/16
Proficiency	26.8	9.9	11.6	3.3
Growth all students	53.6	42.4	20.5	35.4
Growth Low 25%	58.9	50	52.6	50

The NWEA Test Comparison for 2016/2017 indicate some growth between the fall and winter testing.

NWEA Test Comparisons 2016-2017 Pearman Elementary School

Gr.	Reading			Language			Math		
	Fall	Win.	Gro.	Fall	Win.	Gro.	Fall	Win.	Gro.
1	155.2	164.5	9.3	X	X	X	153.4	163.5	10.1
2	171.9	184.4	12.5	175.1	185.3	10.2	173.9	181.3	7.4
3	179.2	188.1	8.9	184.3	188.3	4	185.6	190.2	4.6
4	190.2	195.8	5.6	194.6	197.4	2.8	191	194.6	3.6
5	196.9	201.5	4.6	199.5	203.4	3.9	199	202.6	3.6

The 2016 State MAP results for Pearman indicate more than 50% of their students fall in level 1 or level 2 in ELA and in Math

2016 MAP Results – Pearman Elementary

	Level 1	Level 2	Level 3	Level 4	Level 5
3rd Grade ELA	17.4%	43.5%	30.4%	8.7%	0.0%
3rd Grade Math	30.4%	45.7%	23.9%	0.0%	0.0%
4th Grade EL	15.0%	60.0%	22.5%	2.5%	0.0%
4th Grade Math	32.5%	47.5%	15.0%	5.0%	0.0%
5th Grade ELA	31.1%	24.4%	26.7%	13.3%	4.4%
5th Grade Math	17.8%	51.1%	24.4%	4.4%	2.2%

Qualitative data:

Teacher interviews

Student interviews

Parent/Community Interviews

Classroom Observations by district personnel

Building learning walks by district admins.

**% of Pearman Students who scored level 1 and/or level 2 in ELA
and Math on the 2016 state MAP test**

3 rd Gr. ELA	60.9%
3 rd Gr. Math	76.1%
4th Gr. ELA	75.0%
4th Gr. Math	80.0%
5th Gr. ELA	55.5%
5th Gr. Math	68.9%

Pearman will implement Active Student Engagement to help improve the academic and behavioral performance of students. *When students are actively engaged in their learning, they are processing and retaining information and using higher order thinking. When teachers design activities that promote active engagement, they are reinforcing student learning, keeping students interested and on task, and making learning relevant and fun.* In order to implement this effectively, the principal and teachers will refer to: 50 Strategies for Active Teaching – Guillaume, Andrea M., Yopp, Ruth Helen, & Yopp, Hallie Kay. (2007). *50 Strategies for Active Teaching*. Upper Saddle River, New Jersey: Pearson Education, Inc. This study will become part of their school professional development plan.

The school has set a goal of 80% for active student engagement. This is measured with classroom observation data. Teachers will be provided data of their daily ASE rate to work on ways to differentiate instruction in order to actively engage all students.

Pearman Elementary and the Cleveland School District Leadership Teams examine the Response to Intervention Data each month to determine if students are receiving appropriate academic and behavior interventions. As of March, 2017, Pearman had 39 students in the RTI process. Of the 39 students, 34 are in Tier 2 and five are in Tier 3. Only 6 students in grade 3, 8 students in grade 4, and 11 students in grade 5 are in the RTI process. YET Pearman has well over 50% of their students scoring in level 1 and/or level 2 in ELA and Math on the state MAP. At the end of the first semester 2016/2017 (excluding kindergarten) Pearman shows only 6 students failing. Students are being promoted that are in need of Tier 2 and 3 interventions in reading, language and math. Pearman's current promotion/retention practices need revision. Teacher grades at Pearman do not match the

achievement levels of the students. The teachers need extensive training in interpreting data, designing rigorous lessons, and in assessment. They need a coach in ELA and in Math that can model what effective classroom instruction should be and how to use data to determine if the lessons are successful.

Students participated in a web-based survey to respond to questions about the academic, climate and cultural aspects of the school. Students believe their school work is challenging, homework that is assigned helps improve learning, grading and evaluation is fair, teachers are concerned about students, they are treated with respect in all areas. Students believe they have good teachers and that they have strong parental support. Students surveyed indicated that they felt they would do much better academically if they had tutors. All of the current data does indicate that tutors are needed. The addition of two tutors at Pearman through the SIG funds will assist with this problem.

EDWARD E. GORDON is a researcher and author on diagnostic tutoring. His article in PHI DELTA KAPPA indicated the following:

Evidence indicates that when individual diagnosis is structured into a tutoring program, long-term student achievement increases.

In improving student classroom achievement (Cohen, Kulik, and Kulik 1982; Ellison 1976; Rosenshine and Furst 1969; Wasik and Slavin 1993) indicated the typical tutoring program of 25 one-hour sessions conducted over about 13 weeks or a one-to-five basis, conducted over 40 hours of instruction increases achievement

Test results indicate that students are not prepared in ELA and math. The addition of Literacy and Math coaches through the SIG funds will assist greatly with this problem.

In the area of technology I Pads are needed in the 5th grade. Students in grades Kindergarten, one, two, three, and four already have access to iPads. We would need to purchase 50 iPads for 5th grade with SIG funds.

After this year there will be no paper and pencil state testing. State testing will require that students type their responses to tests, so keyboarding skills will be necessary. In preparation for middle school, we would like to purchase chrome books for grade

6 students to learning keyboarding skills.

Evidence from What Works Clearinghouse (WWC)

Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school students to be effective writers: A practice guide (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications_reviews.aspx#pubsearch. This practice guide tested and evaluated four recommendations for teaching writing to elementary school students. Of the four, one showed strong evidence of success, one showed moderate evidence, and two showed minimal evidence. Cited in the guide was the use of technology as a common theme in all recommendations:

Increasingly, the ability to use technology is vital for success in school and contemporary life. This requires that students learn to type and use a word processor, use the Internet to collect information, navigate computer- and web-based testing tools, and understand how different writing conventions apply to different media. The panel believes that integrating the use of technology into writing instruction is critically important. For this reason, examples of how to do so are included in "technology tip" call-out boxes in this guide. (p.7)

During the needs assessment phase, the teachers were surveyed to collect responses about their thoughts and ideas about the school's needs and how the SIG grant could improve the school. On the Needs Assessment 39% of teachers indicated they do not have adequate time each day to prepare for teaching. Teachers indicated for professional development they need the following: 50% on differentiated instruction, 50% on using technology to enhance instruction, 38.9% need classroom management, 38.9% in Response to Intervention, 22.2% on reading for at risk students, 27.8% on writing strategies, 16.7% on conflict resolution, 16.7% on interpreting and analyzing student data.

Teachers reported they need more time for collaboration. They do not feel like they are prepared enough for the MSCCR. Teachers reported that they needed more resources in order to effectively improve instruction. They reported that they need more support

	<p>and professional development in order to improve instruction. With the implementation of MSCCR, teachers need more job-embedded professional development on how to teach the standards at a higher level, inquiry, and project based learning. Teachers need professional development on how to teach students to engage with close reading techniques.</p> <p>According to the Needs Assessment in 2015/2016, parents feel that Pearman is doing a good job in the areas of ELA and Math (even though all data indicate otherwise). 92% of parents said the educational program offered to students is of high quality, 85% of parents said they feel the teachers hold high expectations for student learning. (We believe that this response is due to the high grades and low failure rate at Pearman).</p> <p>Parents indicated they would like more information regarding: testing and grades, safety in the schools, curriculum and learning goals. They also wanted an after school program where tutoring would be provided. They wanted classes or programs for parents on abuse prevention, conflict resolution, discipline, drug/alcohol awareness, computer skills.</p> <p>A parent meeting was conducted to review information on the SIG grant and to solicit feedback on their input into the improvement of the school. Around 30 parents showed up for the event. Parents indicated that they felt some of the teachers were well prepared and some were not. They also indicated that they were not happy with the current principal of the school.</p>	
Curriculum and Instruction	<p>With implementation of the MSCCR, Pearman Elementary School has work to do in preparation for higher standards and a more rigorous curriculum. With data indicating the low academic performance of students in the past, there must be more professional development on differentiated instruction, reading strategies, math strategies and the MSCCR to meet the diverse academic needs of students.</p> <p>Our district has created Professional Learning Communities at each grade level. These teacher groups, meeting monthly to plan and align the objectives taught in the MSCCR with the district, created pacing guides. Teachers also have a copy of the MS Curriculum Framework and the MSCCR pacing guides that were created by all district staff.</p> <p>Our district uses the NWEA MAP Assessments to track and monitor</p>	<p>Data from the following sources were reviewed to identify our prioritized needs in curriculum and instruction:</p> <p>Quantitative data: MAP ELA scores</p>

<p>progress during the year. Teachers use the data collected to track their progress on the different objectives for the State MAP. Teachers can pull the data for each student on a question by question basis to improve the instructional growth performance of each student. The data is broken down by strands to give teachers feedback on their instructional targets and focus.</p> <p>Pearman Elementary has a full time counselor, a full time non certified computer lab instructor, and a certified librarian to assist staff and students on a daily basis.</p> <p>Existing data shows that Pearman needs to be working to improve the rigor on classroom instruction in order to meet expectations set forth on the MSCCR. Increased professional development in ELA and Math with an external lead partner and with an ELA and Math coach would allow more opportunities for teacher collaboration. It would also enable the proposed math and ELA coach to work more effectively with the classroom modeling process.</p> <p>Instruction at Pearman is focused too much on the DOK 1 and 2 levels. Few teachers engage in higher order thinking activities on a regular basis. Overall teacher evaluations by the current principal do not really indicate what the teacher is really accomplishing in the classroom.</p> <p>Faculty and staff need more rigorous oversight and professional development training that is consistent, targeted, and ongoing throughout the year. The focus of the training should be on reading skill development , ELA skill development, math skill development, PBIS, Positive Student Relationship Building, curriculum development and data usage and planning through use of student assessment data. Implementation of SIG would provide a literacy coach and math coach. These positions would work collaboratively in classrooms and small groups with teachers to improve the academic performance of students and teachers.</p> <p>Remediation during and after the school day is needed in order to increase student achievement. Using the data from NWEA Map Assessments , RTI Rosters, student grades on assessments, and other data points will help the data coaches work with teachers to improve instruction. Through SIG, the contracted external partner transformational specialist will provide data coaches as part of their agreement.</p>	<p>MAP Math scores</p> <p>NWEA MAP Universal screener data</p> <p>RTI Data</p> <p>Textbook Inventory List</p> <p>Curriculum and federal programs purchases for instructional materials.</p> <p>Teacher performance evaluations.</p> <p>Qualitative data:</p> <p>Teacher interviews</p> <p>Student interviews</p> <p>Parent/Community Interviews</p> <p>Classroom Observations by district personnel</p>
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	<p>Our belief is that with job-embedded professional development targeted to teacher and student needs coupled with constant data analysis and classroom observations and feedback, our school will have no other choice except to be successful</p>	<p>Building learning walks by district admins.</p>
<p>School Context and Organization Including School Leadership</p>	<p>Pearman Elementary School is currently a K-5 Title 1 school in Cleveland, MS. For the 2017/2018 school year Pearman will be a 1-6 grade Title 1 school. Pearman has a population of approximately 270 students and 13 classroom teachers. The population is comprised of 65% black, 26% white, 7% Hispanic, 2% Asian. According to the state MAP test and the district NWEA MAP universal screeners the majority of these students are at-risk. Based on 2015/2016 data there are 15 ELL students and 37 IEP students. The school is 100% free and reduced lunch. Up until 2010 Pearman had a fairly stable teacher and administrator base. From 2010 until now Pearman has been a revolving door for administrators and for teachers. Lack of stable and strong leadership has played a key role in the priority status of the school.</p> <p>In order to facilitate real change, a proven instructional leader must be selected who will foster an environment to motivate students to learn. An instructional leader is needed who will motivate the teachers to develop strong rigorous lessons with high expectations for the students. We need a leader who will motivate the students, teachers and parents to help Pearman Elementary become a successful school. A new "Transformational Turnaround" principal will be hired in the leadership role at Pearman.</p> <p>Pearman Elementary will develop a plan to address the issues of low achievement through the curriculum, additional staff members, resources, professional development and teacher incentives.</p> <p>Changing the school climate is another factor to consider when reforming a failing school. Our district has implemented PBIS strategies to help improve student attitudes and behaviors with incentives. More instruction, planning and systematic programming is needed to ensure that the PBIS plan is consistently followed by all teachers in order to elicit the student behaviors needed for the school to be successful. A full time counselor that is funded by the school district will help with this problem.</p>	<p>Data from the following sources were reviewed to identify our prioritized needs for school context and organization</p> <p>All Quantitative data</p> <p>School and class schedules</p> <p>MSIS data</p> <p>Teacher Surveys</p> <p>Student Surveys</p>

	<p>Students must be able to focus and concentrate and not be distracted by poor behavior in the classroom. Often times the poor behavior is the result of student frustration due to not understanding the instruction or because they are so far behind they do not see a way to catch up and be successful. To help with this problem an ELA coach, a Math coach, and two non-certified tutors will be funded by SIG.</p> <p>The tables below indicate</p> <ul style="list-style-type: none"> • Corporal Punishment • Detention • In School Suspension • Out of School Suspension • Bus Suspensions • Student Absences total for the year • Teacher Absences total for the year <table> <tr> <th></th> <th>Corp Pun</th> <th>Det</th> <th>ISS</th> <th>OSS</th> <th>Bus Suspensions</th> <th>Student Absences</th> <th>Teacher Absences</th> </tr> <tr> <td>2014/2015</td> <td>0</td> <td>0</td> <td>6</td> <td>34</td> <td>4</td> <td>2066</td> <td>191.60</td> </tr> <tr> <td>2015/2016</td> <td>1</td> <td>4</td> <td>62</td> <td>33</td> <td>18</td> <td>1881</td> <td>259.60</td> </tr> <tr> <td>2016/4-4-2017</td> <td>0</td> <td>0</td> <td>1</td> <td>14</td> <td>0</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		Corp Pun	Det	ISS	OSS	Bus Suspensions	Student Absences	Teacher Absences	2014/2015	0	0	6	34	4	2066	191.60	2015/2016	1	4	62	33	18	1881	259.60	2016/4-4-2017	0	0	1	14	0											
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Professional Development	<p>Pearman currently is assigned a MDE Literacy Coach because they were a failing school last year (2015/2016). Teachers meet with the principal and the MDE Literacy Coach 3 times during the month. This has not been intensive enough for what Pearman teachers need. They need to receive quality, job-embedded professional development on a regular basis from an outside external lead partner in order to help move the school in the right direction. This outside external lead partner will be written in the SIG application.</p> <p>Our current professional development sessions have consisted of grade level PLC's, MSCCR implementation trainings as well as other conferences. Numerous professional development sessions are led from the district level such as ELL Training, Grade Level Meetings, Reading Plus Training, Website Training, MAP data training, ELA/Journeys Training, Envision Math Training, Librarian Training, MS Writing Thinking Institute.</p> <p>On the Title 1 Needs Assessment teachers indicated for professional development they need the following: 50% on differentiated instruction, 50% on using technology to enhance</p>	<p>Data from the following sources was reviewed to identify our prioritized needs for professional development:</p> <p>Quantitative data</p> <p>Professional development records</p> <p>Curriculum and federal programs purchases</p>																																								

	<p>instruction, 38.9% need classroom management, 38.9% in Response to Intervention, 22.2% on reading for at risk students, 27.8% on writing strategies, 16.7% on conflict resolution, 16.7% on interpreting and analyzing student data.</p> <p>Teachers reported they need more time for collaboration. They do not feel like they are prepared enough for the MSCCR. Teachers reported that they needed more resources in order to effectively improve instruction. They reported that they need more support and professional development in order to improve instruction. With the implementation of MSCCR, teachers need more job-embedded professional development on how to teach the standards at a higher level, inquiry, and project based learning. Teachers need professional development on how to teach students to engage with close reading techniques.</p> <p>Pearman needs on-site reading, math, and science coaches to work in the classrooms demonstrating lessons and leading teachers in professional development on how to teach the MSCCR Standards. In addition, to ensure sustainability, Pearman Elementary needs leadership coaching for the administrative team. Leadership coaching will be written into SIG to be delivered by the external lead partner.</p> <p>Student motivation and engagement needs to be a focus of professional development for the 2017/2018 school year. Active student engagement gives teachers the tools to actively engage students. The goal set for the school will be 80%. If administrators have constant classroom observations for ASE for a focus, the levels will rise.. When the focus is missing, the engagement levels will decline.</p> <p>In the survey conducted, an overwhelming majority of the teachers did note that the funding for professional development was inadequate.</p> <p>Specific detail regarding the embedded professional development can be found under the External Provider section(c) Scope of Work to be provided through an External Lead .</p>	<p>for training</p> <p>Teacher Surveys</p> <p>Qualitative data: Teacher interviews</p> <p>Administrator interviews</p>
Family and Community Involvement	<p>Pearman Elementary has an active PSTA organization that meets every other month. The PSTA Board meets monthly to work with administrators and teachers to improve the climate and achievement of the school.</p>	<p>Data from the following sources was reviewed to</p>

	<p>Pearman also schedules a PSTA Data meeting each school year. Parents are provided a parents copy of their child's data. The administrator communicates the results of the data by reviewing tables and examples on a large PowerPoint presentation. Parents are given opportunities to ask questions regarding their child's data and progress the child is making or not making. Teachers assist parents in understanding the results.</p> <p>One main focus of the PSTA is to help with student incentives for academic achievement. This is done through fund raisers. The money raised by the PSTA is used to purchase incentives for the students. Incentives may be awarded for academics and also for behavior and perfect attendance. Pearman has partnered with Quality Steel, a business in Cleveland for 20 years. This organization also helps provide incentives for the students.</p> <p>A needs assessment is conducted each spring to involve teachers, students and parents in the improvement process and planning for the school. Survey data is collected and used to help plan for the upcoming school year.</p> <p>The biggest challenge around family involvement is that parents do not show up for the different academic events offered by the school. The strength around the community involvement is the partnership Pearman has maintained with Quality Steel for 20 years.</p> <p>The school has an account that allows administrators to send messages to parents and keep them abreast of all school events, student absences, and other important school related events. Parents are able to use Active Parent to be able to see student grades, attendance and discipline in real-time.</p>	<p>identify Pearman's prioritized needs for family and community involvement:</p> <p>Quantitative data</p> <p>Parental Involvement Plan</p> <p>School Board Policies</p> <p>Title I School wide Plan</p> <p>Family Literacy Activities</p> <p>Parent Surveys</p> <p>Qualitative data: Parent Interviews</p>
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2. Intervention Model Selection

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

As a school district, we have spent a substantial amount of time in the needs assessment and deliberation process. We feel very strongly about the school improvement process and what this opportunity can present to our schools, teachers, students, staff, and parents. We have selected the Transformation model as the model that will best meet the school's needs as defined by the comprehensive needs assessment process.

This model will provide the degree of flexibility needed in order to bring about change resulting in increased student achievement and positively affect the lives of all students.

To change the environment of the school, adults involved must change. There has to be a literal change of leadership as well as change by instructional personnel. A new “transformation turnaround” principal will be hired for Pearman. Enhancing the quality of instruction is a key to school improvement. To improve teaching quality, data on classroom instruction is essential.

Because we see pockets of student achievement that is above the mean and many of the teachers at our school are qualified and above-average, we feel that the Transformation model is the best fit for our school. We will partner with an external lead partner who has a history of success in our state working to improve student achievement and teacher proficiency in low-performing schools.

Through SIG we feel we can garner the resources, support, and training to dramatically impact student achievement and teacher effectiveness at Pearman Elementary School.

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

☐ YES

☐ NO

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

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

3. Baseline Data and Performance Goals

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

C. Alignment with Intervention Requirements

All funded proposals must address every intervention requirement for the selected model. Complete the appropriate chart below to demonstrate that the school proposal adequately addresses each requirement. If the LEA proposes to take advantage of the Rural Flexibility

allowed for the Turnaround or Transformation models, the LEA should specify this in summary in this table.

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

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
ALL MODELS (TURNAROUND, TRANSFORMATION, and EARLY LEARNING)		
<ul style="list-style-type: none"> Replacement of the Principal 	<p>A principal who possesses the proven qualities of “turnaround leadership” will be recruited and will be expected to be hired by May 2017. He/She will be charged with leading efforts to recruit high quality staff, transform the curriculum, extend learning time, and build solid bridges to the home and community. The principal will remain in place through the life of the grant provided student achievement shows gains. To enable the district to recruit the strongest leader possible, if students make progress and meet growth the principal will receive through SIG a \$1000 incentive bonus (year 2) in October 2019, (year 3) October 2020 (through SIG), (year 4) in October 2021(through SIG) .</p>	70-72, 76, 92, 102-103, 109, 118, 204-205, 208-209, 240, 247
<ul style="list-style-type: none"> Recruitment, Placement, and Retention Strategies 	<p>The recruitment, placement and retention of effective staff is essential if the school is going to show improvement. Strategies will be developed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model, which include increased opportunities for promotion and career growth. These strategies include recruitment fairs sponsored by the MS</p>	61, 109-110, 113-120, 205-210, 226, 260

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
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	<p>Department of Education and various colleges and universities as a means of contact for available teaching candidates. Teacher vacancies are reported to the MS Teacher Center in a timely manner. In addition marketing and advertising efforts for job openings, a new system for teacher placement which includes using student performance data to match the students in the most need with the most effective teachers, and a new incentive structure for retaining quality teachers will be used. Rigorous evaluations tied to student data will be utilized to ensure that student progress is occurring. Criteria will be developed to offer incentives to teacher candidates to teach at Pearman Elementary School and also for those whose students show gains on State testing.</p>	
<ul style="list-style-type: none"> Job-Embedded Professional Development 	<p>Staff will be provided high-quality, job embedded professional development that is aligned with the school's comprehensive instructional program. This professional development will also be designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.</p> <p>Job-embedded consulting is central to effective professional learning methods for adults (Joyce, J., 1982). The approach allows for deeper insight into teacher and administrator performance as well as greater understanding of student, teacher</p>	72, 72-74, 103, 129-130, 158, 161, 167, 174-175, 191, 233, 237, 241, 245, 249, 251, 259

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
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	<p>and principal learning needs. It also gives theory and practical real-world relevance. In-class consulting sets the tone for productive teamwork by creating an inherently collaborative environment, with education consultants who are true team members. This partner relationship matures during the course of the year. At the beginning, the education consultant's role is highly supportive and hands-on. Over time, there is a gradual shift with the educator taking a stronger lead and the consultant supporting through observation and feedback. This process continues until the educator becomes comfortable with trying the strategy independently. Through this process, sustainability is developed and staff will be able to replicate the process without coaching (Csikszentmihalyi, 1997) (Fisher, 2008) (Vygotsky L. , 1978).</p> <p>Job-embedded professional development will be provided on-site by the External Lead Partner provided through SIG to the new "Turnaround Transformation" Principal, ELA Literacy Coach, Math Coach, school leadership team and teachers. Data coaches will be a part of the External Lead Partner agreement. Consultants will work with teachers and leaders in the classroom, as well as in workshops, group/collaborative and individual meetings. They will model best practices in class, so teachers can see effective teaching in action with their own students or actions including observations and conferencing for principals.</p>	

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<ul style="list-style-type: none"> Research-Based, Vertically Aligned Curriculum Aligned to State Standards 	<p>All students will participate in a curriculum that is sequenced, research-based, vertically and horizontally aligned, and require depth of knowledge. The curriculum will be aligned to the MSCCR. All teachers at Pearman will follow the pacing guides that they have had input in developing. The pacing guides have been developed by the subject area and grade level teachers and aligned with the MSCCR. The district provided a template as a guide that listed all of the standards in the new MS CCR curriculum standards and skills. The teachers have defined what will be taught each nine week grading period. All teachers will participate in professional development that outlines and explains MSCCR standards and objectives. Assessments aligned with the MSCCR objectives and standards will be designed by the teachers. Guidance will be provided by the External Lead Partner that is funded through SIG to school administrators, Instructional Coaches, Literacy Coaches, teachers and district personnel.</p> <p>Cleveland School District follows the MS Curriculum Frameworks from MSCCR standards which are aligned with the National Standards which are research-based and are vertically and horizontally aligned. These framework documents are used during classroom observations along with the performance level descriptors (PLDs) to ensure that good Tier 1 instruction is being delivered consistently.</p>	28, 54, 57, 70-71, 80-83, 96, 136-138, 143-148, 150, 152, 158, 168, 181-182, 186, 190, 232, 249-250

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	They are also used to ensure that the focus of instruction can be narrowed to meet student needs, providing a firmer basic foundation	
<ul style="list-style-type: none"> ○ FOR EARLY LEARNING ONLY: Curriculum and standards inclusive of all 5 early learning domains 		
<ul style="list-style-type: none"> • Data-Driven Decision-Making 	<p>The use of data will continue to drive instruction. An in-depth analysis will be conducted with State testing results to determine strengths and weaknesses and these will be developed into a plan of improvement for the school. The new External Partner/Transformation Specialist Consultant made available through SIG will provide data training for all teachers at Pearman. Through this training the teachers will understand how to develop instruction that is driven by the data.</p> <p>Specific data used, both at the beginning of the project to understand existing challenges, capabilities and goals, and throughout to monitor and gauge progress is directly responsible for the effectiveness of the service. This process will ensure that every recommendation and action is driven by actual need and allows for dynamic adjustments during the course of both training and job-embedded coaching, investing efforts where they're needed most.</p> <p>In this project, we will focus on:</p> <ul style="list-style-type: none"> • Identifying gaps in learning • Facilitating the development of 	33, 151, 166, 185, 236, 244, 258

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	<p>action plans that outline the practices necessary for the participants to meet goals</p> <ul style="list-style-type: none"> Supporting school leaders and teachers in their use of identified data to create an instructional program that addresses student needs and meets goals as outlined in the project. Providing professional development to groups for effectiveness in the following areas: <ol style="list-style-type: none"> Instructional and Transformational Leadership Gathering, Analyzing and Applying Data (both formative and summative) Professional Development Literacy Across Disciplines <ul style="list-style-type: none"> Reciprocal Teaching Explicit Comprehension Instructional Strategies Text Complexity Academic Vocabulary Mathematics Instruction Science Instruction Support the teachers and administrators in meeting the Mississippi Principal and Teacher Effectiveness System requirements Assist with scheduling to provide time for interventions to maximize academic learning time Provide support to develop structures and processes to support data teams, administrative teams, subject area 	

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	<p>teams, and others for the purpose of analysis of data to improve instruction.</p> <p>Teams will be trained to disaggregate data to use the data to develop a school plan and individual teacher professional development plans. In addition, data from NWEA MAP tests will be used to track the progress of students each nine weeks. Data will be used to identify and implement an instructional program that is research-based, vertically aligned, aligned with State academic standards and the state adopted MSCCR standards.</p> <p>The continuous use of student data will inform and differentiate instruction to meet the academic needs of individual students.</p>	
<ul style="list-style-type: none"> Formative, interim, and summative assessment data 	<p>Formative assessment guides learning. It includes giving clear, actionable feedback to students, sharing learning goals, and modeling what success looks like. By design, formative assessment helps educators guide the learning process rather than grade or evaluate student performance</p> <p>Summative assessment certifies learning. Teachers administer a summative assessment near the end of an instructional unit to help determine what students learned. Some examples of summative assessments include:</p> <ul style="list-style-type: none"> end-of-unit tests and end-of-course tests 	33, 51, 82-86, 138, 151, 159, 174, 180-184, 186-188, 232-234, 243-244, 249-250, 258`

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
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	<ul style="list-style-type: none"> • performance tasks/simulations • portfolios • oral examinations • research reports • state accountability tests <p>Since summative assessment happens so late in the instructional process, the most effective use of its test data is evaluative versus instructional.</p> <p>An interim assessment is a form of assessment used to (1) evaluate where students are in their learning progress and (2) determine whether they are on track to performing well on future assessments, such as standardized tests or end-of-course exams. Interim assessments are usually administered periodically during the school year and are referred to as <i>as benchmark assessment or predictive assessment</i>. Pearman will be using NWEA MAP as its interim assessment. This assessment is given 3 times a year, (fall, winter, and spring).</p> <p>The ability to aggregate data at critical points in the learning cycle allows interim assessment to have a broader set of purposes than both formative and summative assessment. As a result, interim assessment is the only type of assessment that provides educators with data for instructional, predictive, and evaluative purposes.</p> <p>Student and school level data are available</p>	

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	<p>from the state MAP tests. This data is analyzed at the school and classroom level.</p> <p>Data training will be provided to teams so that a collaborative process will be used to analyze data. This process will include both hard and soft data. The contract with the outside external transformational partner will include data training for the administrator, the leadership team, and all teachers.</p> <p>A second set of available student data are scores from the NWEA MAP assessments. Data will be disaggregated and teachers will determine not only what groups of students do not know skills, but why they responded incorrectly and instruction will be modified.</p> <p>Data will be analyzed during Data Team meetings, led by a Data Coach. These meetings will focus on examining student level data. This student level data will be available from quarterly common assessments, NWEA MAP assessments, Accelerated Reading (provided through SIG) and Accelerated Math (provided through SIG) assessments, TenMarks (provided through SIG) assessments, and Reading Plus assessments (provided through SIG). Additionally, classroom data will be used as comparative data.</p> <p>Classroom data gathered from student work include class work, teacher made tests, chapter tests, unit tests. The Data Coach will assist the staff at Pearman in interpreting all of the data and how best to include it in the improvement plan.</p>	

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
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	<p>The Data Coach from the external transformation partner will work with the ELA Coach, Math Coach, Leadership Team, and teachers to aggregate data from all sources in a formative way to directly guide instruction. When this happens, data aggregation is considered the key difference between formative and interim assessment.</p>	
TURNAROUND/TRANSFORMATION ONLY		
<ul style="list-style-type: none"> Increased Learning Time 	<p>The state requires 330 minutes of instructional time for students per day. The school day and year for Pearman Elementary students will be extended. As a priority school, learning time will be extended as follows:</p> <p>Beginning Year of Priority School Status 2016/2017 = <i>Currently - 330 minutes per day. 300 minutes is core instruction, 30 minutes is enrichment.</i></p> <p>Priority School Status - 2017/2018 420 minutes per day (90 extra minutes) 7:50 AM – 3:30 PM = 460 min. day -30 min. lunch break <u>-10 morning break</u></p>	86, 132, 236, 237, 246

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>
	<p>420 minutes of instruction of the 420 minutes of instruction – 30 minutes is enrichment and 390 minutes is core instruction.</p> <p>178 full days for the year Instructional Time Added: 90 Min. X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.</p> <p>2 60% days = 5 hours 40 min. or 340 minutes per day Old Schedule: 340 min. day -30 min lunch break -30 min activity break <u>-10 min morning break</u> 270 min – Min. of Instruction (Old Schedule)</p> <p>New Schedule (2017-2018) 7:50 AM – 1:30 PM 340 min. day -30 min lunch break <u>-10 min morning break</u> 300 min – Total Min. of Instruction (30 extra min) of core instruction. Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day. Adding:</p>	

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	<p>4800 minutes/80 hours Total Increase = 16020 min (178 full days) + 60 min (2 60% days) + 4800 minutes (boot camp) 20880 minutes = 348 hours</p> <p>Priority School Status 2018/2019 420 minutes per day (90 extra minutes) 7:50 AM – 3:30 PM = 460 min. day -30 min. lunch break <u>-10 morning break</u> 420 minutes of instruction of the 420 minutes of instruction – 30 minutes is enrichment and 390 minutes is core instruction.</p> <p>178 full days for the year Instructional Time Added: 90 Min. X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.</p> <p>2 60% days = 5 hours 40 min. or 340 minutes per day Old Schedule: 340 min. day -30 min lunch break -30 min activity break <u>-10 min morning break</u> 270 min – Min. of Instruction (Old Schedule)</p> <p>New Schedule (2017-2018) 7:50 AM – 1:30 PM 340 min. day -30 min lunch break</p>	

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>
	<p><u>-10 min morning break</u> 300 min – Total Min. of Instruction (30 extra min) of core instruction. Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day. Adding: 4800 minutes/80 hours Total Increase = 16020 min (178 full days) + 60 min (2 60% days) + 4800 minutes (boot camp) 20880 minutes = 348 hours</p> <p>Priority School Status 2019/2020 <i>Same as 2018/2019 school year:</i> Total Increase = 16020 min (178 full days) + 60 min (2 - 60% days) + 4800 minutes (boot camp) 20880 minutes = 348 hours</p> <p>Priority School Status 2020/2021 <i>Same as 2018/2019 and 2019/2020 school year:</i> Total Increase = 16020 min (178 full days) + 60 min (2 60% days) + 4800 minutes (boot camp) 20880 minutes = 348 hours</p> <p>Over the period of time from 2017/2018</p>	

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>
	<p>school year until June 30, 2021 Pearman Elementary Students will have gained a total of 83,520 minutes or 1392 hours</p> <p>This plan will be offered to all students attending Pearman Elementary School.</p> <p>By extending learning time, struggling students will receive effective interventions and intense remediation on skills they have not mastered.</p>	
<ul style="list-style-type: none"> School Autonomy 	<p>The school will be given sufficient autonomy to implement fully a comprehensive approach to substantially improve student achievement outcomes. This will be supported through the site-based leadership model which allows the school to make determinations over hiring, supporting and evaluating personnel, identifying, interviewing and selecting support providers, maintaining operational flexibility over class schedules and event planning, as well as other issues related to school reform</p>	90, 108, 228
TRANSFORMATION/EARLY LEARNING ONLY		
<ul style="list-style-type: none"> Rigorous, Transparent, and Equitable Evaluation Systems for Teachers and Principals, Developed with Teacher and Principal Involvement 	<p>The school district does follow the evaluation model, Teacher Professional Growth Rubric, as defined by the MS Department of Education for teachers. The school district also follows the evaluation model for Administrator Professional Growth Rubric, as defined by the MS Department of Education for Principals</p> <p>School Board policy CGI entitled Professional Personnel Evaluation lays out</p>	13, 119, 120, 121, 159, 210, 249

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
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<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>
	the parameters for evaluation of personnel in the district. The policy lays out certain elements of an effective evaluation process. Those are as follows: evaluation shall be a cooperative endeavor between evaluator and evaluatee; Open communication shall be considered essential; the result of evaluation(s) shall be courses of action for the improvement of job performance. These courses of action shall be set in motion by specific recommendations mutually reviewed by the evaluator and the evaluatee and the evaluation(s) shall be based on, but not limited to job expectations within the District and personal observation.	
<ul style="list-style-type: none"> Use of student growth as a significant factor 	<p>Student growth is a significant factor in the new state evaluation system. Student growth is a significant factor, as well as multiple observation-based assessments and ongoing collections of professional practice reflective of student achievement. Student growth will be plotted for each classroom teacher using pre-assessments as baseline data and periodic, common assessments as post-test data. Data collected from the NWEA MAP benchmark tests will also be used to plot student growth. Additionally, state-wide testing will be a factor in measuring student growth percentages.</p> <p>Data training will be provided to teams so that a collaborative process will be used to analyze data in order to determine</p>	91, 92, 114, 151, 188, 210, 242, 244

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>
	growth. This process will include both hard and soft data. The contract with the outside external transformational partner will include data training for the administrator, the leadership team, and all teachers.	
<ul style="list-style-type: none"> Identify and Reward School Leaders, Teachers, and Other Staff 	<p>School leaders, teachers, and other staff who have increased student achievement as part of this model will be identified and rewarded with career ladder opportunities.</p> <p>If the school meets state growth standards based on spring 2017 state tests, the following incentives will apply to instructional and instructional related personnel:</p> <p>a. The principal will receive \$1,000.00 in the fall of 2018, no later than the December 2018 payroll. Appropriate payroll deductions (FICA, State retirement, Federal and State taxes) will apply. . (This will be repeated for the 2019/20 - -2020/21 school year).</p> <p>b. A career ladder for Teachers, and Other Staff will be based on student achievement and job performance evaluations. Certified instructional staff will progress from classroom teacher to lead teacher to department head. If a certified instructional staff member expresses an interest in becoming an administrator and they have progressed from classroom teacher to lead teacher to</p>	61, 93, 117, 118, 211, 226, 239

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>
	department head, a recommendation for the MS Alternate Path to Quality School Leadership (MAPQSL) will be made. Other rewards for teachers and staff whose students show growth include : Teacher spotlights in the local paper, Passes for early check out, recognition by the Booster Club, etc.	
<ul style="list-style-type: none"> Termination process 	Teachers and administrators who do not meet growth and show improvement among students will receive continuous assistance to improve the delivery of instruction. Technology implementation assistance will be provided that will assist in classroom instruction. Teachers and administrators whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Teachers and administrators who are underperforming will be provided a mentor and written copies of observation reports with suggestions for improvement. When it becomes apparent through analysis of common test data that ongoing quality instruction is not taking place teachers will be placed on a plan of improvement. A teacher or administrator who receives an unsatisfactory rating for performance and continues to provide inadequate educational opportunities after receiving ample opportunities for improvement will be recommended for termination. Due process, as applicable, will apply.	93, 217, 221

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
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<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>
TURNAROUND ONLY (Does Not Apply)		
<ul style="list-style-type: none"> Locally Adopted Competencies to Screen All Existing Staff and Rehire No More Than 50% and to Select New Staff 		
<ul style="list-style-type: none"> Adopt a New Governance Structure for the School 		
<ul style="list-style-type: none"> Social-Emotional and Community-Oriented Services and Supports 		
TRANSFORMATION ONLY		
<ul style="list-style-type: none"> Family and Community Engagement Strategies 	<p>Ongoing mechanisms for family and community engagement will be provided through committee meetings, PTSO activities, Superintendent's Advisory Committee, and school- based activities and communication - all 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 to participate. There will be an activity every month for community and family engagement:</p> <ul style="list-style-type: none"> Open House – September Family Carnival Night – October Family Pot Luck Dinner (Entertainment by grade level students) – November Christmas around the World - December Family Math Night – January Family Game Night -)Checkers, Chess, Monopoly, etc.) - February Family Science Night – March Family Time to review Practice State Tests – April 	42, 43, 94, 139, <u>252</u>

For TURNAROUND, TRANSFORMATION, and EARLY LEARNING MODELS		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
	<ul style="list-style-type: none"> May Day Play Day - May 	
<ul style="list-style-type: none"> On-Going Technical Assistance and Support 	<p>Cleveland School District provides assistance to schools in Improvement Status.</p> <p>Data Analysis In August, principals are provided with the results of the state MAP assessment and are notified if their school is in danger of becoming a failing school or is a failing school and in need of improvement.</p> <p>A meeting is held with the principal, and district leadership team, where this data is presented again. Principals are provided detailed information regarding required actions for the different steps of AYP.</p> <p>Each school staff reviews the available assessment and AYP data at an all staff meeting during the professional development days prior to the opening of the school year.</p> <p>The district leadership team works with each School in Improvement. Information and assistance with assessment data on an ongoing basis via site visits, email, phone, and all staff PD sessions is provided by members of the district leadership team.</p> <p>The Superintendent and Assistant Superintendent provides ongoing supervision and support to the schools.</p> <p>All schools review and revise their School Improvement Plan each fall. The district leadership team provides ongoing support. The Improvement Plan is reviewed by teams of teachers and central office staff several times each school year. The building administrator must present the Improvement Plan to the school board along with all data used to develop the Improvement Plan.</p>	95, <u>224-227</u> , 232

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>
	<p>Implementation of Scientifically based Research Strategies and Curriculum Cleveland School District follows the MSCCR Framework. Teacher teams in the PLC meetings follow the approved MSCCR Framework and reviews the district pacing guides and revises their school pacing guides as needed based on all available data as specified in the District Improvement Plan. Content area coaches for Literacy and/or Math will be provided to help with professional development and teaching practices, professional learning communities, curriculum implementation as well as performing in-class modeling (demonstration lessons) and observation of teacher lessons with feedback.</p> <p>Budget Analysis A School in Improvement is provided with their Title I allocations and required Title I set asides for the upcoming school year during spring budget development. School budget plans are reviewed by the Federal Programs Officer, the District Financial Officer, and the Superintendent for compliance during the budget process. Budget requirements for a School in Improvement are also reviewed at the Principals Training in August. The Federal Programs Director and the finance bookkeeper for Title I provide ongoing support throughout the year with planning for compliant use of all funds, and confirming that all Title I dollars are used only for allowable expenses. In addition the Assistant Superintendent of Federal Programs monitors the activities and budgets of the school in improvement throughout the year to ensure effective and timely use of funds. Technical Assistance Resources provided by Cleveland</p>	

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>
	School District also include consultation, performance management, capacity building, academic assessments, evidence-based interventions and supports for school improvement and fiscal and program management.	
EARLY LEARNING ONLY (Does not Apply)		
• Offer Full-Day Kindergarten		
• Establish or Expand High-Quality Pre-School		
• Time for Educator Joint-Planning Across Grades		

For CLOSURE MODEL (Does Not Apply)		
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>
• Higher Achieving School(s) Selected for Consolidation		
• Consolidated School(s) in Reasonable Proximity to the Closed School		

For PATHWAYS TO SUCCESS MIDDLE AND HIGH SCHOOL MODEL (Does Not Apply)		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>

<ul style="list-style-type: none"> Improves Student Academic Achievement or Attainment for the Population Served by the School Career Pathways for Middle and High School Students that Lead to a HS Diploma and 12 College Credit Hours Implemented for All Students in a School 		
<ul style="list-style-type: none"> Plan their innovation and reform based on a well-defined set of early college and career academy model design principles and operational practices. The plan should demonstrate how the new design principles and operational practices will be intentionally embedded in all aspects of the system. 		
<ul style="list-style-type: none"> College Credit for All Students at No Cost, Including Tuition, Fees, and Textbook Costs 		
<ul style="list-style-type: none"> Work-Based Learning Opportunities Including Job-Shadowing, Mentorships, and Internships 		
<ul style="list-style-type: none"> Create a professional development plan for teachers, administrators, and support staff that is directly aligned with federal school improvement grant requirements, early college, and career academy design principles 		

• Use of an Educator Evaluation System		
• Family and Community Engagement		
○ Written communication plan		
○ Strategies for students and families that increase college awareness and equity of access to services such as, college application assistance and financial aid counseling		
• Academic Support to Students At-Risk for Dropping Out of School and Students Historically Underrepresented in College Courses		
○ Teacher Advisors		
• Early Warning System		
○ Data to identify the population at risk of dropping out of school		
○ Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses		

<ul style="list-style-type: none"> • Signed Memoranda of Understanding with Key Partners, Including an IHE Providing College Credit and an MDE-Approved Technical Assistance Provider; School Leadership Team Comprised of High School Principal, High School Counselor, Middle School Principal, Middle School Counselor, Individuals with Decision-Making Authority from Both the LEA and IHE, and a Design Consultant Assigned by the MDE 		
<ul style="list-style-type: none"> • Defined College and Career Readiness Competencies Expected of All Students 		
<ul style="list-style-type: none"> ○ Competencies integrated in all courses 		
<ul style="list-style-type: none"> ○ Senior Capstone Project 		
<ul style="list-style-type: none"> • Significant Commitment to Counseling Services, Including College Academic Advising 		
<ul style="list-style-type: none"> ○ Adequate number of trained counselors to provide students with the academic, emotional and social supports necessary to be successful in building college and career readiness skills 		

<ul style="list-style-type: none"> • Administration of the ACT, or an Approved IHE Entrance/College Placement Exam to Students as Early as Eighth Grade 		
<ul style="list-style-type: none"> ○ Fees associated with assessment administrations waived/covered for all students 		

For EVIDENCE-BASED WHOLE-SCHOOL REFORM MODEL (Does Not Apply)		
Intervention Requirement	Brief Description of How Proposal Addresses the Requirement	Proposal Page Number
<i>U.S. Department of Education requirement for the model</i>	<i>Description of how the school proposal fulfills the requirement</i>	<i>Page(s) from the proposal in which further explanation can be found</i>
<ul style="list-style-type: none"> • Approved Evidence-Based Whole-School Reform Model 		
<ul style="list-style-type: none"> • Implemented for All Students in a School 		
<ul style="list-style-type: none"> • School Leadership 		
<ul style="list-style-type: none"> • Teaching and Learning in At Least One Full Academic Content Area (Including Professional Learning for Educators) 		
<ul style="list-style-type: none"> • Student Non-Academic Support 		
<ul style="list-style-type: none"> • Family and Community Engagement 		
<ul style="list-style-type: none"> • Improves Student Academic Achievement or Attainment for the Population Served by the School 		
<ul style="list-style-type: none"> • Implemented in Partnership with a Whole-School Reform Model Developer 		

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

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

1. Priority or Focus School Actions Taken

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

Cleveland School District received the reset school priority list on Monday, March 27, 2017 informing them that Pearman Elementary School had been designated as a Priority School.

The underlying causes of school failure are similar. First, the school is characterized by weak leadership, starting with a principal who fails to keep the school focused on teaching and learning. Second, teachers' skill levels tend to be inadequate, and teachers are not afforded the coaching necessary to help them improve as professionals. Third, failing schools do not pay enough attention to using high-quality curricula and instructional materials and often lack the capacity to analyze student test results to guide improvement.

In order to address the issues above Cleveland School District has done the following:

- Pearman Elementary School building administrator was placed on an improvement plan at the beginning of the 2016/2017 school year after results of the MS MAP test results were received and accreditation levels were made. The principal has not met the goals of the improvement plan and **will be replaced with a new "turnaround" principal for the 2017/2018 school year.**
- Central Office Leadership Team members routinely made "Learning Walks" through Pearman in order to observe teachers and staff during the instructional process.
- Observations were made on a regular basis by district administrators to determine which teachers measure Student Learning.
- Lesson Plans and assessments were reviewed to check for rigor
- Professional Learning Communities (PLC) in the building were developed to share ideas on how to create and implement an overall plan for improvement. Successful Teachers in other elementary schools throughout the district were added to the PLC teams.
- Mentor teachers were assigned to Pearman teachers whose students did not make growth in order to communicate and share best practices, staff development and Support.
- Pearman teachers in each subject and grade level visited and observed successful teachers in other schools.
- The district Assistant Superintendent of curriculum was assigned as a mentor to the principal at Pearman in order to communicate and share best practices, staff development and support.
- The district leadership team, along with the teaching teams at Pearman and the administrator, set ambitious but realistic goals for the school to improve.
- The district leadership team, along with the teaching teams at Pearman and the administrator, discussed and developed strategies to improve the quality of leadership and teaching.

- Data review sessions were held with the staff at Pearman in order to share effective ways to interpret all the data

Pearman has implemented the following measures.

Implemented job-embedded professional development on active student engagement.

Reviewed the training for PBIS.

Developed a school leadership team.

Implemented schedule adjustments to address the needs of the lowest performing students so they could attend a reading and/or a math lab.

Teachers all have taken an active role in the RTI Team Process.

Implemented a meeting schedule for grade level teams to facilitate the development of standard teaching practices at the grade level.

Implemented Data review for the grade levels.

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	Advises the superintendent of the needs of the district or the needs of each school within the district.	Superintendent, Assistant Superintendents, Business Manager, Technology Director Sp. Ed. Director Building Principals	Monthly Feb. 14 - 9 AM March 10 - 9 AM April 18 - 9 AM	Recommendations regarding student policy handbook Curriculum Handbook State Testing district needs, board policy revisions, etc.
School	Designed to	Julie Garret -	Every 2 nd and 4 th	Team assessed

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
Leadership Team	facilitate and implement Best Practices as described in the turnaround process. The team meets regularly to review progress, monitor data, and recommend adjustments to procedures.	Principal Pam Perrit – 1 st gr.teacher Allison Kittrell – 2 nd gr.teacher Morgan LeFada – 3 rd gr. Teacher Aisha Demby - Counselor	Thursday of the each month, 3:30-4:30 pm. February 14 February 28 March 7 March 21	progress toward goals based on evidence collected from school (e.g. goals for teams, Benchmark assessment, Active Student Engagement). Discussed plans for increasing rigor in the classroom. Discussed PBIS rules and rewards for students Developed test Item analysis to work with teachers from grade levels to address specific objectives in curriculum.
Professional Learning Community	Grade Level Teams K - 5 designed to review student progress toward grade level growth goals and develop strategies designed to improve student behavior and performance	Kind. Team Kayla Little Emily Smith 1 st Gr. Team Pam Perrett Crystal Shepherd 2 nd Gr. Team Allison Kittrell Mary Joure 3 rd Gr. Team Morgan LaFata Meriwether	Gr. K, 1 – Monday at 9:30 – 10:00 March 6, 20, 27 Gr. 2, 3 – Tues.. 1:00 – 1:30 March 7, 21, 28 Gr. 4, 5 – Thurs. 11:00 – 11:30	Each Team has recently completed an assessment and plan based on most recent benchmark data from NWEA MAP winter test. Each team developed goals to address particular objectives and

Team Name	Purpose of team	Membership of team	Frequency and duration of meetings	Recent outcomes of meetings
		Johnson 4 th Gr. Team Mallory Chandler Tina McDonald 5 th Gr. Team Jana Jenkins Charlotte Kinney	March 2, 9, 23	modes of active student engagement strategies to be present at each grade level.
Other:				
Other:				

3. Previous SIG Experience

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

☐ YES

☒ NO

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

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

How have these results been sustained?

E. Implementation Milestones

1. Pre-Implementation and/or Planning Year

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

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
Year 1 (Pre-Implementation) Notification of Grant Approval	Superintendent	Distribution of grant approval notifications	This activity will be the official notification of receiving a SIG for Pearman	June 2017	June 2017
Year 1 (Pre-Implementation) Inform Pearman Elementary staff, parents, community and media about the grant award	Superintendent	This task will be completed when all stakeholders have been informed	This activity will be the official notification of receiving a SIG to Pearman Staff, Parents, Community, and Media	June 2017	June 2017
Year 1 (Pre-Implementation) Establishing and Orienting the District Transformation Team 1. Appoint a district	Superintendent	This milestone will be considered met when the District Transformation Team has all members	The District Transformation Team will meet monthly to review all data from teacher assessments,	July, 2017	July 2017 The District Transformation Team will

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
<p>transformation team which will include the principal.</p> <p>2. Assess team and district capacity to support transformation.</p> <p>3. Provide team members with information on what the district can do to promote rapid improvement.</p> <p>4. Designate an internal lead partner for the transformation school</p>		assigned, has a schedule for meetings in place for the year, and has designated an internal transformation lead partner (Internal SIG Officer).	<p>External Lead Partner assessments, benchmark assessments, teacher observations, etc. Information gained in these meetings will guide improvement plans for the school.</p> <p>Milestones will be continuously monitored in an ongoing basis through the development and implementation of the District Transformation Team.</p>		continue to meet each month throughout the entire timeframe of the SIG.
Year 1 (Pre-Implementation) Complete Official Budget Narrative	Superintendent District Financial Officer	This task will be completed when the budget is finalized and	This activity will provide the approved budget narrative for	July 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>	
	District Transformation Team	ready for school board review.	SIG. All purchases and procurements must be listed in the narrative.		
Year 1 (Pre-Implementation) Moving Toward School Autonomy 1. Examine current state and district policies and structures related to central control and make modifications to fully support transformation. 2. Establish performance objectives for the school 3. Align resource allocation (money, time, human resources) with the school's instructional priorities. 4. Establish a School Improvement Office at	CSD Board of Trustees District Transformation Team, which includes Superintendent, Assistant Superintendent, District Financial Officer, SIG officer, Principal	This milestone will be considered met when 1. Policies and resources have been reviewed and revised as needed to support the school's transformation, 2. Performance objectives have been developed and submitted to MDE, 3. Resources have been aligned and allocated to support the school's instructional priorities. 4. A School	Transformation reform will be fully supported by the school board through policies that support transformation. The Performance Objectives developed will guide the assessment reviews. Resources will be allocated for full support of the transformation. The district school improvement office will review all progress reports each month to	July, 2017	July 2017 This is ongoing throughout the life of the SIG. Continuous monitoring will occur.

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
district level.		Improvement Office is established and staffed.	make sure the transformation is moving forward.		
Year 1 (Planning) Selecting a Principal and Recruiting Teachers 1. Advertise for principal candidates 2. Screen candidates 3. Prepare to interview candidates 4. Select and hire a principal 5. Establish a pipeline of potential transformation teachers. 6. Determine vacancies for faculty and staff based on terminations, transfer requests, or openings due to	Superintendent and District Office Leadership (new principal when hired)	This milestone will be considered met when a new principal has been recruited and hired and all teachers have been hired.	Through careful screening of candidates the new principal will have experience with building success. After the new principal is selected he/she will be a part of the interview team for transformation teachers. The teacher slots will be filled with teachers who understand the transformation process and have shown growth for	April 2017	May 2017

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
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<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>	
retirements, moving, etc. 7. Recruit and advertise for faculty and staff openings 8. Screen candidates 9. Prepare to interview Candidates. 10. Interview candidates 11. Select and hire new faculty and staff			their students. The transformation will be a team effort with a quality team that has a track record for success.		
Year 1 (Pre-Implementation) Working with Stakeholders and Building Support for Transformation. 1. Assign the district transformation team members the task of creating a plan to work and communicate with stakeholders prior to and during implementing the	District Transformation Team Principal School Internal Improvement Officer	This milestone will be considered met when the communication with stakeholders is made on a regular scheduled basis. Meetings to discuss and announce benchmarks will be scheduled on a regular basis with all	Once all teachers, parents and community members are on board for the transformation effort the school will be able to make positive strides toward the full transformation from failing school to successful school.	July 2017	September 2017 Ongoing through the end of the SIG, June 2021 Transparent communication with all

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
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<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>	
transformation. 2. Announce changes and anticipated actions publicly; communicate urgency of rapid improvement 3. Engage parents and community 4. Build support for transformation 5. Establish a positive organizational culture 6. Help stakeholders overcome resistance to change 7. Persist and persevere, but discontinue failing strategies		stakeholders. Efforts will be made by the district transformation team and new principal to make sure all parents and community members are on board for the transformation effort.			stakeholders will be on a regular basis. All progress will be communicated effectively in a timely manner. Parents will be continually encouraged to take part in the transformation effort.
Year 1 (Pre-Implementation)	Principal	This milestone will be	The school	August	September

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>	
Establishing and Orienting the School Transformation Team. 1. Appoint a school Transformation leadership team. This will become the school leadership team. 2. Provide team members with information on what the school can do to promote rapid improvement. 3. Set schedules for trainings and meetings. These meetings will be weekly and conducted after contracted hours. Stipends will be provided in the SIG for members of this team that will act as leadership		considered met when the School Transformation Team is established and has a schedule of meetings for the year. and has completed an initial meeting. Milestones will be continuously monitored in an ongoing basis through the development and implementation of the District and School Transformation Teams.	transformation team will be be able to develop an understanding of exactly what will be involved in transforming their school from a failing school to a successful school. Guidance will be given by the external lead partner through training and work sessions. Constant evaluation of all available data will be ongoing by this team that will meet weekly to review all the data.	2017	2017 and ongoing through the entire grant period.

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
for the building.					
<p>Year 1 (Pre-Implementation) Develop a system to evaluate teachers and staff. Implement rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involvement, that Will be used for continual improvement of instruction</p> <p>The evaluation system will Meaningfully differentiate performance using at least three performance levels</p> <p>The evaluation system will</p>	<p>Superintendent District Transformation Team</p> <p>Principal</p> <p>Internal transformation lead partner</p> <p>External Lead Partner</p>	<p>This milestone will be considered met when rigorous, transparent, and equitable evaluation and support systems have been developed for teachers and principals, designed and developed with teacher and principal involvement. The evaluation and support system will be used for continual improvement of instruction</p>	<p>The system to evaluate teachers and staff is already in place. This activity will lead to the full and effective implementation of the transformation model because the evaluation of teachers and staff is an ongoing process that is done informally on a daily basis and formally each year. The evaluations will be used</p> <p>a. for continual</p>	August 2017	Ongoing through the end of the SIG, June 2021

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>	
Use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including ELs and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys; The evaluation system will be used in evaluating staff and will evaluate teachers and principals on a regular			improvement of instruction; b. to meaningfully differentiate performance using at least three performance levels; c. multiple valid measures in determining performance levels will be used, including data on student growth for all students (including ELs and students with disabilities), and other measures of professional practice, such as observations		

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
<p>basis;</p> <p>The evaluation system will Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and</p> <p>The evaluation system will will be used to inform personnel decisions.</p> <p>The Evaluation System will</p> <ol style="list-style-type: none"> 1. Establish a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff 2. Evaluate a range of 			<p>based on rigorous performance standards, teacher portfolios, and student and parent surveys;</p> <p>d. teachers and principals will be evaluated on a regular basis to determine their effectiveness;</p> <p>e. This evaluation process will provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and</p>		

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
<p>teacher skills and knowledge, using a variety of valid and reliable tools</p> <p>3. Include evaluation of student outcomes in teacher evaluation.</p> <p>4. Make the evaluation process transparent</p> <p>5. Provide training to those conducting evaluations to ensure that they are conducted with fidelity to standardized procedures</p> <p>6. Document the evaluation process</p> <p>7. Provide timely, clear, constructive feedback to teachers</p> <p>8. Link the evaluation process with the district's</p>			f. This evaluation process will be used to inform personnel decisions, monitor where improvements need to be made or where additional professional development opportunities need to be developed for teachers who are struggling and need assistance.		

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>	
collective and individualized professional development programs 9. Assess the evaluation process periodically to gauge its quality and utility 10. In addition to school and district evaluation observation procedures <i>the state adopted teacher evaluation program, Teacher Professional Growth Rubric, as defined by the MS Department of Education for teachers will be used.</i>					
Year 1 (Pre-Implementation) Create a District and Site Based System to reward teachers and staff	Superintendent Assistant Superintendent	This milestone will be considered met when teachers and staff have been evaluated	Teachers and Staff who are working hard to meet growth and increase student	August 2017	Evaluations of personnel will be ongoing throughout the

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
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<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
<p>If the school meets state growth standards based on spring 2017 state tests, the following incentives will apply to instructional and instructional related personnel: (This same process will be used for the 2017-2018, 2018-2019 , 2019-2020, and 2020-2021 school year).</p> <p>a. The principal will receive (if growth is made for Pearman on the 2017/2018 state test) \$1,000.00 in the fall of 2018, no later than the December 2018 payroll. Appropriate payroll deductions (FICA, State</p>	<p>District Transformation Team</p> <p>Principal will participate in the teacher evaluation process.</p>	<p>to identify and determine who has increased student achievement and designated rewards have been made.</p>	<p>learning will be rewarded with opportunities for promotion and career growth, and more flexible work conditions.</p> <p>These rewards and opportunities will build positive expectations and help change the school culture into one of success.</p> <p>This plan is designed to recruit, place, and retain staff with the skills necessary to meet the needs of the</p>		life of SIG (June 2021)

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
				Start	End
<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
<p>retirement, Federal and State taxes) will apply.</p> <p>b. The teacher and principal evaluation and support system described above will be used to identify and reward school leaders, teachers, and other staff who, in implementing the transformation model, have increased student achievement as measured by the 2017/2018 state test.</p> <p>And for teachers whose students meet state growth standards based on spring 2018 state tests, the following incentives will apply , increased opportunities for promotion</p>			students in the school, taking into consideration the results from the teacher and principal evaluation and support system.		

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
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<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
<p>and career growth, leadership positions such as lead teacher or department head and more flexible work conditions.</p> <p>This plan is designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school, taking into consideration the results from the teacher and principal evaluation and support system.</p>					
Year 1 (Pre-Implementation) Develop a system to remove teachers and staff who are not performing to	Superintendent Assistant Superintendent	This milestone will be considered met when teachers and staff who are performing	This activity or milestone will lead to the full and effective implementation of the	August, 2017	On Going throughout the life of SIG (June 2021)

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>	
standard after training, feedback and support. 1. Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems) 2. Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning 3. Reform any job protections to enable quick performance-based dismissals	External Lead Partner District Transformation Team Principal will participate in the teacher evaluation process.	unsatisfactorily are provided support to meet the standard expectation and are then removed if the standard is not met after ample opportunities have been provided for them to improve their professional practice.	model by removing any principal, teacher, or staff member who continues to perform unsatisfactorily after adequate support to improve has been provided.		

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
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<i>What activities will the school engage in to prepare for the full and effective implementation of the model on the first day of the first school year of implementation?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that an activity has been satisfactorily completed?</i>	<i>How will this activity lead to the full and effective implementation of the model?</i>	<i>When will the work begin and end?</i>	
<p>4. Negotiate expedited processes for performance based dismissals in transformation school.</p> <p>5. Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals</p> <p>6. Make teams and resources available to help principal as he/she deals with underperforming employees to minimize principal's time spent dismissing low performers</p> <p>7. Facilitate swift exits to minimize further damage caused by underperforming employees</p> <p>Teachers and administrators</p>					

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
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<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>	
who do not meet growth and show improvement among students will receive continuous assistance to improve the delivery of instruction. They will also have the latest technological tools available for instruction. Teachers and administrators whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Teachers and administrators who are underperforming will be provided a mentor and written copies of observation reports with					

Activity	Individual Responsible	Evaluation Metric	Connection to Successful Implementation	Timeline for Completion	
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<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>	
suggestions for improvement. When it becomes apparent through analysis of common test data that ongoing quality instruction is not taking place teachers will be placed on a plan of improvement. A teacher or administrator who receives an unsatisfactory rating for performance and continues to provide inadequate educational opportunities after receiving ample opportunities for improvement will be recommended for termination. Due process, as applicable, will apply.					

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>	
Select Year...					
Select Year...					
Select Year...					
Select Year...					
Select Year...					
Select Year...					
Select Year...					
Select Year...					

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>	
Year 1 (Full Implementation) Contracting with External Providers: 1. Identify potential providers 2. Write and issue request for proposals. 3. Develop transparent selection criteria 4. Review proposals, conduct due diligence, and select provider(s) 5. Negotiate contract with provider, including goals, benchmarks, and plan to manage assets 6. Initiate ongoing cycle of continuous progress monitoring and adjustment 7. Prepare to proactively deal	CSD School Board of Trustees Superintendent District Transformation Team New Transformation Principal	This milestone will be considered met when external providers are selected and contracts are in place	A provider will be selected that meets all criteria for successful transformation turn around of a school, its students, teachers, instructional leaders, and overall culture of a school. Through careful guidance and professional development by the External	July 2017

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>	
with problems and drop strategies that do not work 8. Plan for evaluation and clarify who is accountable for collecting data			Provider the new instructional leader and teachers will have all the tools they need to meet the transformation objectives and goals.	
Year 1 (Full Implementation) Employ personnel to include: Internal SIG Transformation Officer, one reading instructional coach, One math instructional coach, two tutors <i>(These positions will be paid for with SIG funds for each of</i>	Superintendent Principal District Transformation Team	This task will be complete when all of the SIG personnel have been hired and have been presented to the school board for approval	This activity will lead to the full and effective implementation of the model by putting highly qualified and successful personnel in place. These personnel will have a proven track record	July 2017

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>	
<i>the years of SIG (2017/2018, 2018/2019, 2019/2020, 2020/2021)</i>			with building success in schools.	
Year 1 (Full Implementation) Providing Rigorous Staff Development 1. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies. 2. Provide professional development that is appropriate for individual teachers with different	External Lead Partner Principal Internal transformation Lead partner Technology Coordinator School Transformation Leadership Team Assistant Superintendent of Curriculum	This milestone will be considered met when the majority of teachers' instruction has improved as a result of job-embedded, sustained professional development.	August 2017	Ongoing throughout the life of SIG (June 2021)

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<p>experience and expertise.</p> <p>3. Offer an induction program and a mentor to support new teachers in their first years of teaching.</p> <p>4. Align professional development with identified needs based on staff evaluation and student performance.</p> <p>5. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development.</p> <p>6. Structure professional development to provide adequate time for collaboration and active learning.</p> <p>7. Provide sustained and embedded professional development related to implementation of new</p>				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<p>programs and strategies.</p> <p>8. Set goals for professional development and monitor the extent to which it has changed practice.</p> <p>9. Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice.</p> <p>10. Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.</p> <p>11. Create a professional learning community that fosters a school culture of continuous learning.</p> <p>12. Promote a school culture in which professional collaboration is valued and emphasized.</p>				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
13. Train teachers on the Positive Behavior Instructional Supports System (PBIS) for behavior. 14. Train teachers on the Response to Intervention (RTI) program. 15. Develop and implement a professional development plan that encompasses academic instruction in grades 1-6 that would include but not be limited to: <ul style="list-style-type: none"> • Instructional Strategies to Increase Rigor in the Classroom • Differentiated Instruction • Classroom Management • Integrating Technology in the Classroom • Teaching Opportunities 				

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>	
using curriculum and assessment				
Increasing Learning Time 1. Become familiar with research and best practices associated with efforts to increase learning time. 2. Assess areas of need, select programs/strategies to be implemented. 3. Allocate funds to support extended learning time. 4. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications. 5. The state requires 330 minutes of instructional time for students per day. The school day and year for Pearman Elementary students and staff will be	Cleveland School District Board of Trustees Superintendent Principal Internal Lead Transformation Officer School Leadership Team	The milestone will be considered met when all proposed increased learning time is in place. The increased learning time is mandated for all students attending Pearman Elementary School	August 2017	On Going throughout the life of SIG (June 2021)

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?	Who will be responsible for ensuring that the milestone is met?	How will the LEA judge that a milestone has been satisfactorily met?	When will the work begin and end?	
<p>extended.</p> <p>Pearman will be a Priority School for the 2017/2018 school year. As a priority school Pearman Elementary School's Students' Learning Time and Teachers' Instructional Time will be increased from 330 minutes per school day to 420 minutes per day (90 extra minutes)</p> <p>7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break</p> <hr/> <p>420 - Total Minutes of Instruction</p>				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
178 full days for the year Adding: 90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time. 2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning break</u> 300 min – Total Min. of Instruction (30 extra minutes) Adding:				

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>30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day.</p> <p>Adding: 4800 minutes/80 hours</p> <p>Total Increase in Learning Time = 20880 minutes = 348 hours</p> <p>This same extended learning and teaching time will be followed for the 2017/2018, 2018/2019, 2019/2020, 2020/2021 school years.</p> <p>By extending learning time, struggling students will receive effective interventions and</p>				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
intense remediation on skills they have not mastered.				
Year 1 (Full Implementation) Reforming Instruction 1. Establish a team structure among teachers with specific duties and time for instructional planning. 2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction. 3. Align professional development with classroom observations and teacher evaluation criteria. 4. Ensure that teachers align instruction with MSCCR standards and benchmarks. 5. Monitor and assess student mastery of standards-based	External Lead Partner District Transformation Team Assistant Superintendent over Curriculum Building Principal School Transformation Leadership Team Internal Lead Partner	This milestone will be considered met when instruction is aligned to assessments and differentiated for students and students show growth.	August 2017	Ongoing throughout the life of SIG (June 2021)

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
<p>objectives to make appropriate curriculum adjustments.</p> <p>6. Differentiate and align learning activities.</p> <p>7. Assess student learning frequently using standards-based classroom assessments.</p> <p>8. Prepare standards-aligned lessons and differentiated activities.</p> <p>9. Provide sound instruction in a variety of modes: teacher-directed whole- class; teacher-directed small-group; student- directed small group; independent work; computer-based; homework.</p> <p>10. Demonstrate sound homework practices and communication with parents.</p>				

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
11. Employ effective classroom Management.				
Year 1 (Full Implementation) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards	External Lead Partner & Data Coach District Transformation Team Building Principal School Transformation Leadership Team Internal Lead Partner (Internal SIG Officer)	This milestone will be considered met when data is used by the school leadership team and all teachers to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. Through the use of all available data students should show progress.	August 2017	On Going throughout the life of SIG (June 2021)
Year 1 (Full Implementation) Promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of	External Lead Partner Data Coach provided by External Lead Partner District Transformation Team Building Principal	This milestone will be considered met when: the use of student data (including formative, interim, and summative assessments) is used in order to inform and differentiate instruction to meet the academic needs of	August 2017	On Going throughout the life of SIG (June 2021)

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
individual students	School Transformation Team Internal Lead Partner	individual students		
Year 1 (Full Implementation) Provide ongoing mechanisms for family and community engagement and partnering with parents and parent organizations. Engage parents and community in school improvement efforts.	Building Principal School Transformation Leadership Team Internal Lead Partner	This milestone will be considered met when an active partnership is formed between Pearman Elementary and parents and community. Monthly activities will be planned, scheduled, posted, and reminders sent to all stakeholders encouraging their active participation in developing a culture of family and community.	August 2017	On Going throughout the life of SIG (June 2021)
Year 1 (Full Implementation) Develop core values and instructional non-negotiables with school's instructional staff	Principal External Lead Partner Internal Lead Transformation Partner (Internal SIG Officer) School Leadership Transformation Team	This task will be considered complete when the instructional staff has been included in the development of core values and instructional non-negotiables.	August 2017	September 2017 and ongoing throughout the live of SIG (June 2021) Non – Negotiables

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>	
				will be reviewed and revised as needed.
Year 1 (Full Implementation) Evaluation SIG Implementation 1. Meet quarterly to discuss program implementation and determine if activities are following implementation plan 2. Discuss areas that adjustments are needed 3. Examine qualitative and quantitative data to determine if program goals are being met *Checkpoint 1: Mid-Year Accountability Checklist Evaluate progress and revise goals for 2 nd half of the year. Report of progress to faculty and staff. *Checkpoint 2: Get input from	External Lead Partner Data Coach provided by External Lead Partner District Transformation Team Building Principal School Transformation Leadership Team Internal Lead Partner	This milestone will be considered met when each checkpoint is met and progress is recorded. Any activities that are not leading to success will be revisited.	August 2017	On Going throughout the life of SIG (June 2021)

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
staff about revision of goals 1. Re-establish focus 2. Analyze data from cumulative assessments 3. Monitor classroom reviews 4. Building walkthrough benchmark 5. Continued observation and support. *Checkpoint 3: Review progress and plan summer and upcoming year services. Schedule meeting with leadership to analyze test scores in July				
Year 1 (Full Implementation) Implementation of evidence based programs in ELA and Math	Principal Internal Lead Transformation Partner Internal Leadership Team	This milestone will be judged as satisfactorily met when evidence based programs are in place. All data will be reviewed on a regular bases to determine if	September 2017	On Going throughout the life of SIG (June 2021)

Milestone	Individual Responsible	Evaluation Metric	Timeline for Completion	
			Start	End
<i>What major milestones must be met throughout the grant in order to demonstrate full and effective implementation of the model?</i>	<i>Who will be responsible for ensuring that the milestone is met?</i>	<i>How will the LEA judge that a milestone has been satisfactorily met?</i>	<i>When will the work begin and end?</i>	
	Assistance and guidance from the External Lead partner	programs are building success.		
Select Year...				
Select Year...				
Select Year...				
Select Year...				
Select Year...				
Select Year...				
Select Year...				
Select Year...				
Select Year...				
Select Year...				

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

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

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

A. Curriculum

1. Use of State Standards

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

☒ YES

☐ 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	Textbooks: Envision Math Envision Math Manipulative packets Ipdads for grades 1 - 4	Currentplus additional hands-on manipulatives. The Pearman math committee will meet the third week in July, 2017 (after SIG notifications) to make recommendations relative to math practices and curricula. The committee members will base their recommendations on effective

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
		<p>research and evidence-based MDE and MSCCR aligned math options that will provide greater structure, rigor and specificity for math for grades 1-6. Accelerated Math and TenMarks Math are both being considered as web based online and blended learning programs that offer differentiated learning options and are evidence based as listed in What Works Clearinghouse and/or Best Evidence Encyclopedia. This new curriculum would be funded through the SIG. The math committee (consisting of the Internal lead partner, math coach, and a math teacher from each grade level) will be assigned the task of confirming alignment and reviewing or revising pacing guides. This would also be funded through the SIG.</p> <p>Through SIG Pearman would also like to purchase 50 iPads (plus 2 LocknCharge Carts for iPads) for grade level 5 students in order to continue with the ESpark effort and for grade level 6 (which will be added for the 2017/2018 school year) we would like to purchase 50 Chrome Books and Chrome Book Carts the students to use for research, math practice, and ELA practice.</p> <p><i>A Computer, desk, chair will be</i></p>

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
		<p><i>purchased for Math Coach.</i></p> <p><i>1 computers, monitors and other peripherals for Math Coach</i></p> <p><i>Math resource materials and general supplies for the Math Coach will also be funded with SIG.</i></p>
Remedial mathematics	<p>ESpark (grades K-4)</p> <p>Supplemental Materials:</p> <p>Eno Boards, Smart Boards, Computer Lab, IPADS (teacher), Laptops and projectors, Calculators</p>	<p>Current..... plus additional hands-on manipulatives.....</p> <p>We are currently researching effective researched-based, MDE and MSCCR-aligned math supplemental programs, including Moby Max, TenMarks (and professional development for TenMarks), Study Island, and Accelerated Math. The selected curriculum will be an addition funded through the SIG. Hands on manipulatives, calculators, and problem solving materials, AIMS math units and general supplies would be purchased through SIG to be used in the classroom.</p>
English/Language Arts (ELA)	<p>Textbooks:</p> <p>Journey's textbook</p> <p>Saxon Phonics (grade K & 1)</p> <p>Software:</p> <p>Journey's on line resources</p> <p>Study Island</p> <p>Equipment</p> <p>Eno Boards, Computer Lab, IPADS (teacher), Laptops, and projectors</p>	<p>Current..... plus</p> <p>Accelerated Reading Program (Renaissance Learning) for traditional English classes and Reading Plus (and training for Reading Plus)</p> <p>Consumable interactive texts for students;</p> <p>Classroom sets of fiction and non-fiction texts aligned to the text complexity expectations of MSCCR; leveled reading books,</p>

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
		<p>student assessment materials (funded through the SIG)</p> <p><i>A Computer, desk, chair will be purchased for ELA Coach.</i></p> <p><i>A computer, monitor and other peripherals for ELA Coach</i></p>
Remedial ELA	<p>Textbooks:</p> <p>Software:</p> <p>ESpark ELA</p> <p>Study Island, Accelerated Reading</p> <p>Equipment</p> <p>Eno Boards, Computer Lab, IPADS (teacher), Laptops, and projectors</p>	<p>Currentplus</p> <p>Accelerated Reading Program for Remedial English classes and Reading Plus;</p> <p>Classroom sets of fiction and non-fiction texts aligned to the text complexity expectations of MSCCR; student assessment materials (funded through the SIG)</p> <p>Remedial ELA will be developed as a comprehensive literacy program that includes phonological and decoding work for below grade level students, grammar & usage, vocabulary/morphology, reading comprehension, writing/speaking. (This will be funded through the SIG)</p>
Reading	<p>Textbooks:</p> <p>Journey's Textbook</p> <p>Journey's Workbooks</p> <p>Software:</p> <p>Journey's on line resources</p> <p>Study Island, Accelerated Reading</p> <p>Equipment</p> <p>Eno Boards, Computer, IPADS</p>	<p>Current..... plus</p> <p>Accelerated Reading Program (evidence based-(WWC IRALRP10 – What Works Clearing House) for traditional classes and Reading Plus web based software programs (Reading Plus is a web-based reading intervention that is evidence based-(WWC IRALRP10 – What Works Clearing House)).</p>

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
	(teacher), Laptops, and projectors	Classroom leveled libraries and classroom literature sets to augment reading practice for comprehension and fluency (funded through SIG) <i>Classroom sets of fiction and non-fiction texts aligned to the text complexity expectations of MSCCR; student assessment materials (funded through the SIG)</i>
Remedial reading	Software: ESpark (grades 1-4) Study Island, Accelerated Reading, Equipment Eno Boards, Computer, IPADS (teacher), Laptops, and projectors	Current plus Accelerated Reading Program for Remedial Reading Classes and Reading Plus and additional AR-Books and Leveled Readers Phonics Boost consumable interactive texts for students; intervention manipulatives (funded through SIG) Classroom sets of fiction and non-fiction texts aligned to the text complexity expectations of MSCCR; student assessment materials (funded through the SIG), IXL Language web based program.
Science	Textbooks: MS Science Eno Boards, Computer, IPADS (teacher), Laptops (teacher) , projectors	Current..... plus General Science Supplies for small classroom projects to be funded by SIG. Inquiry-based methodology will be introduced informally in Year 1 and phased-in more formally in Year 2 with the introduction of additional research-based, aligned materials. <i>Basic laboratory materials purchased through (SIG) will be introduced; FOSS</i>

Curricular Area	Current Research-Based Curricular Materials and Programs	Proposed Research-Based Materials and Programs
		<p><i>and AIMS are the leading inquiry-based science programs in America.</i> These programs will be used in science for grades 1-6 . Costs estimated in the budget based on select modules for Grade 1-6.</p> <p><i>Classroom sets of fiction and non-fiction texts aligned to the text complexity expectations of MSCCR; student assessment materials (funded through the SIG)</i></p>
Social Studies/History	<p>Textbooks: McMillan/McGraw Hill</p> <p>Equipment Eno Boards, Computer (teacher), IPADS (teacher), Laptops (teacher), and projectors</p>	<p>Current plus <i>additional manipulatives, maps, and globes. Additional non-fiction texts to supplement content for above, average, and below grade level readers in grades 1-6 will be purchased. This will be funded through the SIG.</i></p> <p>Classroom sets of fiction and non-fiction texts aligned to the text complexity expectations of MSCCR; student assessment materials (funded through SIG)</p>
EARLY LEARNING: Approaches to Learning		
EARLY LEARNING: Socio-Emotional Development		
EARLY LEARNING: Physical Development		
EARLY LEARNING:		

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

** Through SIG funds the Media Center/Library will be equipped with some general supplies needed by the student body, age appropriate grade level reading texts for vocabulary development, electronic encyclopedias, reference materials for students and professional reference library materials.*

b) Monitoring the Effectiveness of Materials

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

As part of the reform efforts for Pearman Elementary School and based on the needs assessments done, Cleveland School District elected to add additional curricular offerings and materials to improve classroom instruction for the students.

We will be adding an entirely new dimension to Pearman's curricular offerings through this SIG program, which will include a reading coach, a math coach, two tutors (one reading and one math) and enhanced library media classes. These new curricular offerings will be supported through an inquiry, cross-discipline approach of study. We are developing these new curricular offerings to promote academic achievement and enrichment.

Through the SIG funding the curricular materials listed below will be purchased.

Math:

Accelerated Math and TenMarks Math are listed in What Works Clearinghouse and/or Best Evidence Encyclopedia.

50 iPads for grade level 5 students in order to continue with the ESpark effort

Chrome Books and Chrome Book Carts for grade level 6 (which will be added for the 2017/2018 school year) for the students to use for research, math practice, and ELA practice.

Reading and ELA:

Accelerated Reading Program (Renaissance Learning) for traditional English classes and Reading Plus (and training for Reading Plus) -(WWC IRALRP10 – What Works Clearing House.

Both of these programs are listed in What Works Clearinghouse and/or Best Evidence Encyclopedia.

Classroom sets of fiction and non-fiction texts aligned to the text complexity expectations of MSCCR; Leveled reading books,
Student assessment materials

Science:

GEMS units are the leading inquiry-based science programs in America. Applicable units will be purchased with SIG funds for grades 1-6.

For science additional non-fiction texts to supplement content for above, average, and below grade level readers in grades 1-6 will be purchased. This will be funded through the SIG.

Social Studies:

Maps, Globes, reference materials and supplies for student project based learning, Additional non-fiction texts to supplement content for above, average, and below grade level readers in grades 1-6 will be purchased. This will be funded through the SIG.

For the Library:

Through SIG funds the Media Center/Library will be equipped with some general supplies needed by the student body,
age appropriate grade level reading texts for vocabulary development,
electronic encyclopedias,
reference materials for students and
professional reference library materials.

Prior to the opening of school, the summer work group will create a master template for ensuring the alignment of adopted materials to state frameworks and to MSCCR standards. For each content area, the template will include a cross reference between the program lesson and the specific competency and standard. The pacing guides, will be revised and will be drawn from this cross reference and include performance level descriptors (PLDs) to ensure accuracy and precision in the alignment. The alignment and pacing guide project will be overseen by the Principal and the Internal Transformation Officer working in conjunction with content area teachers , Reading Coach and Math coach.

Lesson plans will be reviewed by the school leadership team to assess linkage between stated objectives and curricular and supplemental materials cited.

The administrative team (Principal, Internal Transformation SIG Officer, External Lead Partner designees, Math Coach, ELA Coach) will conduct informal and formal observations to evaluate the fidelity of implementation as outlined in lesson plans. Weekly professional development sessions will include as a regular agenda item a "review of curriculum effectiveness, alignment, implementation issues" to be forwarded to the school data team, who will meet bi-weekly to

analyze assessment results with an eye to curricular alignment. The leadership team will meet quarterly to discuss the strengths and weaknesses of the adopted curricula. The team will then make recommendations for modifications and additions as needed.

The school will monitor the effectiveness of the adopted curricular materials by using norm-referenced, common assessments that will be given three times each school year. These assessments will provide detailed feedback to teachers about what students are learning, the pace of learning, and the gaps in curriculum mastery. This data will be provided to teachers at the school, grade, classroom, and student level. Teachers will analyze this assessment data in Data Teams with consultants from the external lead partner. Through data analysis and observations of classroom instruction, decisions can be made regarding the effectiveness of the adopted curriculum materials versus the effectiveness of classroom instruction. In addition, we will use the following strategies to assist in monitoring the effectiveness of the adopted curriculum materials:

1. Develop and Implement a plan of action to ensure student engagement through data driven decision making
2. Provide professional development for all teachers on research-based teaching Strategies, especially "Backwards by Design" by McTigh.
3. Promote inquiry teaching and learning by providing professional development on the inquiry process and on Project Based Learning (funded by SIG).
2. Provide coaching and modeling opportunities for all teachers through the external lead Partner (funded by SIG)
3. Embrace formative assessment to provide corrective feedback to students
4. Implement research-based learning strategies to increase student growth rates
5. Correlate student achievement to teacher evaluations
6. Effectively implement the three tier instructional model and RTI Process.
7. Collaboratively revise and improve the existing documented assessment policy to include:
 - A philosophy of assessment that supports student learning.
 - Common practices in using assessment criteria and MSCCR assessment criteria and determining achievement levels.
 - Common practices in recording and reporting NWEA Map assessment and MSCCR assessments to stakeholders.
 - Implementation of formative and summative assessment consistent with Mississippi Frameworks, MSCCR Standards, and district expectations.
8. Provide completed reports from monitoring of assessment for all subject groups as required by State Testing.
9. Organize relevant, authentic assessment according to the objectives and standards of MSCCR, the school district, and MS State Assessments. Authentic assessment is the use of learning activities that are related to real-life situations to assess student competency in designated skills. It assesses what a learner understands and can do.

10. Utilize the assessment criteria and achievement level descriptors (criterion-related approach) when assessing student work.

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?

Curriculum materials will be analyzed to ensure alignment and best-fit through a thorough review during grade level team meetings and subject level meetings and meetings with district office specialists. Our school district already has curriculum pacing guides which are used to ensure that curriculum materials match both the MSCCR and the teachers' instruction. A review will be conducted and documented using a checklist which will be created with consultation from the external lead partner consultants.

We will analyze curricular materials to ensure that all aspects in each subject-area/grade-level are aligned with the state standards and are integrated and written into the school's horizontal and vertical alignment to educate the whole child and develop inquiring global lifelong learners.

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:

Pearman Elementary School has grades 1 – 6.

Pre-K ELA and Math Pacing Guides

 Pre-Kindergarten-I can Statements- ELA and MATH Pacing Guide.pdf **249.38 KB** (Last Modified on October 14, 2016)


Kindergarten ELA and MATH Pacing Guide

 CSD KINDERGARTEN ELA and MATH MSCCR STANDARDS PACING GUIDE.pdf **680.69 KB** (Last Modified on October 14, 2016)


1st Grade ELA and Math Pacing Guides

 CSD 1st grade ELA and MATH MSCCR STANDARDS PACING GUIDE.docx **29.93 KB** (Last Modified on October 14, 2016)


2nd Grade ELA and Math Pacing Guides

 CSD SECOND GRADE ELA and MATH MS CCR STANDARDS PACING GUIDE.pdf **621.10 KB** (Last Modified on October 14, 2016)


3rd Grade ELA and Math Pacing Guides

 CSD THIRD GRADE ELA and MATH MS CCR STANDARDS PACING GUIDE.pdf **839.55 KB** (Last Modified on October 14, 2016)


4th Grade ELA and Math Pacing Guides

 CSD FOURTH GRADE ELA and MATH MS CCR STANDARDS PACING GUIDE.pdf **809.17 KB** (Last Modified on October 14, 2016)

5th Grade ELA and Math Pacing Guides

 CSD 5th Grade ELA and MATH Pacing Guide - 2016 REVISION.pdf **777.69 KB** (Last Modified on October 14, 2016)

6th Grade ELA and Math Pacing Guides

 CSD Sixth Grade ELA and MATH MS CCR Pacing Guide-2016 -.pdf **690.39 KB** (Last Modified on October 14, 2016)

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.

Not Applicable. Pearman does have pacing guides that are reviewed and revised as needed through the school district and through the PLC's.

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.

All pacing guides are continually and consistently reviewed and revised. **Pearman teachers and staff** has the potential to execute an efficient framework for reviewing and revising curricular pacing guides, since key players for each grade level and content area (including instructional coaches in reading and math) are able to participate. Because most of the materials are to be purchased and reviewed for alignment, the pacing guide project at Pearman will occur in stages, beginning with the first 9-weeks which will be ready in August. Each nine week grading period will be developed as the year progresses. Because curriculum alignment against the state standards/MSCCR standards will occur first, teachers will be familiar with all competencies even before the pacing guides are completed by instructional team leaders and coaches. Familiarity with performance level descriptors further reinforces the developmental nature of skills and keeps teachers attentive to skills below and above the grade level of their students and focused on mastery. Because so many of the students are one or more grade levels behind in reading and math, additional work is needed to re-teach competencies which were not mastered in a previous grade and integrate them instructionally with grade-level competencies. We must catch students up while helping them master their grade level competencies.

To review and revise pacing guides, teachers will be engaged in grade level committees and in

subject area committees to ensure both cross-grade and vertical-alignment of curriculum. The second Tuesday of every month from 3:30 – 4:30 has been designated for teachers to work on curriculum and instruction. These grade level and subject area meetings are district wide so that teachers can network and share ideas. All teachers meet together by grade levels across the district. Curriculum maps will be developed to make certain that instruction which supports the MSCCR Standards for each subject area and grade level is planned throughout the school year. In addition, the curriculum materials will be used to revise curriculum pacing guides, depending upon the grade and subject area.

Curriculum pacing guides will be revised for each grading term and are used to guide teachers toward what information must be introduced and/or taught to mastery level. Pacing guides also provide teachers with additional support for matching the instructional objectives/competencies to the curriculum materials. Additionally, these pacing guides will be revised to include state testing information - such as sample test items, test blueprint information, and additional resources. Pacing guides will be reviewed and revised as needed by the teachers each grading term through grade level committees.

Each subject area/grade level team (reading, English, math, science, social studies, P.E.) at Pearman will review and revise (where needed) the pacing guide for their grade level. The teams will meet for 30 minutes one day a week during their common planning time and 30 minutes one day a week from 3:30 to 4:00 to review, discuss and plan. This will provide the teachers with meaningful opportunities for active teacher engagement in creating new rigorous materials.

c) Cross-Grade Planning

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

Cleveland School District, in the district professional development calendar, designates one hour one afternoon a month, from 3:45 to 4:45, for grade level teachers throughout the district to meet, plan, share teaching successes and strategies, and discuss problems encountered with the pacing guides.

Pearman Elementary, as a priority school, will require each grade level of teachers to plan as a grade level team for 30 minutes each week during one of their planning periods and 30 minutes a week between 3:30 and 4:00. That will provide them with one hour every week for team planning.

Also at Pearman, a cross curricular planning team will be established to review and revise the pacing guides, if needed, and to align the standards with suggested teaching strategies. This team will consist of members from each professional learning community in grades 3, 4, 5, 6. The team will break apart each state objective in the frameworks for all grades to determine what the students must know before the material can be taught and mastered. This team will

meet for one hour every two weeks. Time will be provided during the school day for this planning.

Through SIG funding, teachers at Pearman will be required to stay for professional development one hour each week on Tuesdays from 3:45 to 4:45. Teachers will receive a stipend for this extra time used for professional development. As part of this professional development, teachers will use one of these professional development sessions per month for vertical planning (across grade levels). During this professional development session each group will have as a facilitator either, the **principal, Internal SIG officer, Math Coach, Reading Coach**, or one of the designees from the **External Lead Partner**. This will be a work session for vertical planning and aligning.

At Pearman teacher schedules will be monitored closely by the Principal, Internal Lead Partner, math coach and reading coach to ensure that teachers are provided with the necessary time for instructional planning, grade level team meetings, and data team work sessions.

An instructional monitoring team comprised of the Principal, Internal Lead Partner, math coach and reading coach will review all lesson plans for alignment with the competencies, need for reteaching, rigor against grade-level competencies, and confirmation of research-based instructional practices. This, plus working with PLC teams which are already multi-grade, will help ensure cross-grade alignment. Instructional delivery will focus on mastery. Students must master content at one level before advancing to the next (whether from one lesson to the next or one grade level to the next). In the upper elementary grades (3-6), students benefit from departmentalized teaching which creates more opportunities for cross-grade planning. Attention will be given at Pearman during the weekly professional development sessions to reinforce vertical alignment of math and reading instruction as evidenced by interpreting data on a regular basis.

Each Tuesday Pearman's staff has **on-site** professional development sessions from 3:45 – 4:45 for faculty collaboration and designated time for vertical alignment. To ensure that the curriculum builds appropriately from one grade to another, teachers will be engaged in cross-grade level committees and in subject area committees to study and plan curriculum and instruction. Teachers at Pearman will meet for the required 1 hour each Tuesday to ensure that curriculum maps are developed so that instruction which supports the MSCCR Standards and Mississippi Curriculum Framework for each subject area and grade level is planned throughout the school year in a sequential manner. Cross-grade teacher teams meet monthly, at a minimum. These meetings provide teachers with the time and opportunity to review pacing guides and curriculum maps, discuss curriculum materials, and identify learning standards where students have experienced difficulty. Student data is used from grade level reports to support the process of cross-grade planning. Data analysis allows teachers the opportunity to see areas where students need further clarification or remediation. At Pearman, through the SIG process, consultants will facilitate these meetings to ensure that communication is on task and documented with a plan of action.

The goal of vertical planning is to sequence learning to ensure continuity and progression from year to year and beyond. The requirements in terms of the outcomes of vertical planning are: Subject Content and Areas of Interaction. The desired outcome of Subject Content is a subject-specific vertical planner that identifies the specific content of each subject that will be taught in each year of the program to provide students with the opportunities to reach the subject group's prescribed objectives by the end of year. This planning document will inform the development of unit plans. The desired outcome of Areas of interaction is a comprehensive written document that identifies the planned learning expectations for each of the areas of interaction for each year of the elementary program.

4. **PATHWAYS ONLY:** College and Career Ready Competencies **(Not Applicable)**

a) Defined List of Competencies **(Not Applicable)**

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

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

b) Integration in Each Course **(Not Applicable)**

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

c) Senior Capstone Project **(Not Applicable)**

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

5. **PATHWAYS ONLY:** Career Pathways **(Not Applicable)**

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

6. **PATHWAYS ONLY:** College Credit **(Not Applicable)**

a) Partners **(Not Applicable)**

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

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

b) Plans for College Credit **(Not Applicable)**

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

7. **PATHWAYS ONLY:** Work-Based Learning Opportunities **(Not Applicable)**

a) Partners **(Not Applicable)**

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

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

b) Plans for Work-Based Learning Opportunities **(Not Applicable)**

Describe the schools plans for providing work-based learning opportunities.

B. Instruction

1. Instructional Improvements

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

a) Instructional Design

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

Pearman Elementary School currently has a traditional Instructional design. The grade levels and subject areas are classroom based with lecture serving as the prevalent means of instruction. Teachers at Pearman are using the district adopted textbooks as the primary resource for curriculum and instruction. Classroom instruction is primarily provided in whole group format, with little individual or small group support. The group work is whole group with little differentiation based on ability. Teachers are attempting to provide a strong focus on remediation with little, if any, evidence of enrichment to address more advanced learners. PowerPoint presentations are sometimes used to supplement the lecture. For the most part, instruction has been teacher-centered rather than student-centered resulting in an extremely low level of active student engagement in the learning process.

While the staff at Pearman has begun some training with student-level data, they have yet to develop daily plans for designing performance level instruction planned around a student's individual proficiency level. We often see whole group instruction which needs to be differentiated. However, teachers are unsure of how to teach grade level state curriculum

competencies/MSCCR standards and yet provide students with instruction at their individual performance level.

As a result, teachers are often too focused on the textbook or worksheets as the main resource for instruction. Classrooms are teacher-centered, yet lack direct instruction on explicit skills needed for students to be successful. Much of the classroom instruction is spent on a review of the textbook chapter. A few teachers utilize performance assessments to evaluate students' understanding of a concept, but an even smaller number of teachers differentiate their lesson to accommodate students' performance levels.

This traditional style of teaching has affected student engagement levels which are lower than desired. At present, the instructional design at Pearman is less differentiated and lacks sufficient curriculum structure resulting in little progress.

All grade levels are using the textbook "Envision" for math, "Journeys" for language arts, and "Journeys for reading. In grades kindergarten – four eSpark is used to supplement classroom instruction. Grades 1-4 have enough iPads for the students to participate in the eSpark instruction. Pearman does not have iPads for grade 5 or 6.

Pearman is weak in the areas of science and social studies in all grades as the teachers currently assigned to these grades lack sufficient content knowledge to design or execute rigorous instruction. Teaching methods are often lecture-dominant without enough guided practice, cooperative learning, inquiry and project based learning and writing. All grades use the science textbook "MS Science" and for social studies the textbook published by "McMillan/McGraw Hill" is used.

b) Enhancements through SIG

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

Through this SIG program, we plan to develop 21st Century classrooms that will be using new technologies, and student data and curriculum materials designed for elementary learners to address the low achievement levels of the students.

A key goal of the SIG grant is to address the curriculum structure by introducing a strong research and evidence based curriculum and strengthening Vertical Alignment.

Key components of transforming instruction through the SIG include:

- (1) increasing rigor in the curriculum through research-based programs that offer appropriate scope and sequence aligned to the benchmarks,
- (2) emphasizing differentiation across all grades and more cooperative learning in the upper grades;
- (3) embedding professional development within the school day with a focus on improving effectiveness of lesson plan design and ability to deliver explicit, adaptive instruction;

- (4) increasing cross-grade planning time;
- (5) implementing a transparent and equitable teacher evaluation system;
- (6) addressing social- behavioral issues that distract from instructional focus;
- (7) augmenting learning opportunities through the addition of a **math coach and an ELA coach**.
- (8) strengthening the specificity of objectives, measurable goals, and curricular offerings for special education students.
- (9) increasing the use of technology as a teaching/learning tool in the classroom. Pearman has adequate iPads for grades 1-4 but will **need iPads for grade 5 (50)** and Pearman is proposing **Chrome Carts with Chrome Books for grade 6**. Since Chrome Books are used in grades 7 and 8 it would be beneficial to the students to learn keyboarding and research skills in the 6th grade. Also, the state testing will require all responses on the state test to be electronic.
- (10) Teaching strategies embedding project based learning and inquiry will be developed.

To strengthen math, the math coach will review an array of math programs and supplemental materials. The math coach, the principal, the internal lead partner, and math teachers will form a math committee. The objectives for this math committee include a review of all school-level data in Math Computations and Applications for growth and deficit trends and specific gaps, a review of NWEA MAP school-level data, a review of the math state testing data, identifying current strategies in place at each grade level that appear to be working, discussing feasibility of adopting effective strategies across all grades, and previewing specific program options to create structure and consistency. Additionally, the math committee will address types of interventions needed and draft an Intervention Lesson Plan template to guide school-based providers. The math committee will also create a math instructional plan to include how to set meaningful growth and mastery goals in math by grade level. The math committee will address a range of strategies for all math operations and concepts by grade level that are codified for use across the school. A **math tutor** will be hired through SIG to assist students who are having difficulty in math. The math committee will also recommend options for a web based program or resources to support instruction, and a set of guidelines for math interventions to address the critical gaps in basic computations.

Evidence based supplementary programs planned for Pearman in mathematics are:

Math Evidence Based Supplementary Materials:

Accelerated Math™

Listed in **WWC Intervention Report U.S. DEPARTMENT OF EDUCATION**
What Works Clearinghouse - Elementary School Math

Program Description:

Accelerated Math™, published by Renaissance Learning, is a software tool used to customize assignments and monitor progress in mathematics for students in grades 1–12.

Accelerated Math™ creates individualized assignments that align with state standards and national guidelines, scores student work, and generates formative feedback through reports for teachers and students. The software can be used in conjunction with the existing math

curriculum to add practice components and aid teachers in differentiating instruction via the program's progress-monitoring data.

Research

Accelerated Math™ studies fall within the scope of the Elementary School Math review protocol that meets What Works Clearinghouse (WWC) evidence standards.

Three studies included 2,179 students from grades 2–5 in over 60 schools across multiple states. Studies included in this review assess the effectiveness of the first edition of *Accelerated Math™*.

Based on these three studies, the WWC considers the extent of evidence for *Accelerated Math™* on elementary school students to be medium to large for math achievement.

Effectiveness:

Accelerated Math™ was found to have mixed effects on math achievement for elementary school students.

Math achievement

Rating of effectiveness – Mixed Effects

Improvement Index - Average: +7 percentile points
Range: +2 to +10 percentile points

and also listed in:

**Learning List, An Independent Review Service for schools and districts review of Amazon's TenMarks:
Amazon's TenMarks Math Teach and TenMarks Math June 2, 2016**

Learning List reviewed **Amazon's TenMarks Math Teach** and **TenMarks Math**—a set of comprehensive online resources to support mathematics instruction in grades K-12. Both resources address the Common Core State Standards (CCSS). *TenMarks Math Teach* includes “grab-and-go” interactive whiteboard (IWB) lessons, short video lessons on specific concepts, and interactive tutorials. *TenMarks Math* complements teacher-led instruction by providing independent practice assignments with embedded supports, including audio readers, hints, and video tutorials.

TenMarks Math independent practice resources are made up of individual “Assignments” and “Jam Session” practice activities. Instruction is customizable and supports personalized learning, data-driven instruction, and intervention for struggling students.

Teachers have access to video tutorials, live and archived webinars, articles, and FAQ documents to support the use of *TenMarks* tools and resources. *TenMarks Math Teach* also provides a downloadable “Field Guide” to help teachers use resources.

Impact of TenMarks Math Premium: Evidence from the Florida Standards Assessment

During the 2015–16 school year, in a matched comparison study Florida students with access to TenMarks Math Premium were found to:

- Increase by 4.4 percentage points (ppt) their pass rates on the FSA in schools with significant ELL populations.
- Increase by 6.0 ppt their pass rates on the FSA in schools with significant populations eligible for free or reduced lunch.

TenMarks Math as a Core Program:

Evidence from Edison Township Public Schools, Edison, New Jersey

Edison Township Public Schools implemented TenMarks Math Premium as their core math program in the grades 3–5 starting in 2015–16. Data from this study showed teachers reporting that:

- 82% used TenMarks Math lessons a few times a week or more.
- 47% improved the quality of their teaching with TenMarks Math.
- 50% helped develop students' conceptual understanding with TenMarks Math.

TenMarks Math

* Based on a statistical analysis using 2015 statewide CAASPP (Smarter Balanced) data from California and PARCC data from Louisiana. The analysis compares grade-level proficiency rates of TenMarks Math users and non-users at schools within the same district and with similar poverty rates. Specifically, we estimate an OLS regression comparing TenMarks Math users (grades with 2+ assignments completed per week) to grades with low or no TenMarks Math usage, controlling for school-level poverty rates (% students eligible for free/reduced lunch) and district-specific fixed effects. For context, 33.0% of students in California met or exceeded the standard on the CAASPP mathematics assessment and 37.0% of students in Louisiana demonstrated mastery or above on the PARCC mathematics assessment in 2015.

** Grades 1–6.

TenMarks Math provides proven, research-based instructional resources to reach every level of student and many learning styles. We've incorporated best practices from Universal Design for Learning (UDL) to ensure every student has equal access to build deep conceptual understanding.

ELA and Reading

The faculty and staff of Pearman are aware of the importance of solid literacy instruction and the use of data in their classroom teaching. However, the implementation of high-yield instructional strategies in literacy is not to the desired level of implementation in the majority of classrooms throughout the school. Many classrooms focus their literacy efforts on traditional, straight from the textbook work that has not been effective. Believing that literacy is the foundation for all learning and linked to student achievement in all subjects, the SIG will help to build a culture of reading. The newly hired **reading coach** will assist teachers as they plan their research based teaching strategies. Teachers will be trained

on inquiry in the classroom. Teachers will also be trained on full implementation of **Accelerated Reader, Reading Plus and Power Reading.**

High-interest books will be purchased, and students will be encouraged to have a book "ready to read" at all times through the school day. Pre- and post-implementation assessments on the **STAR test**, as well as correlations to subject area achievement, will be used to gauge impact of this program. Research indicates that students who read at least 20 minutes a day beyond core instruction score higher (with statistical significance) on state tests than students who do not. A **reading tutor** will work with low achieving students to improve their reading level. In addition, the External Lead Partner literacy consultant will provide in-classroom professional development in reciprocal reading, explicit teaching of comprehension, text-based questioning, text complexity comprehension strategies, think alouds, academic vocabulary, and the effective utilization of small group collaborative learning.

Reading Evidence Based Supplementary Materials:

What Works Clearing House (WWC) Summary of Evidence for this Intervention

Accelerated Reader

Accelerated Reader™ is a computerized supplementary reading program that provides guided reading instruction to students in grades K–12. It aims to improve students' reading skills through reading practice and by providing frequent feedback on students' progress to teachers. The *Accelerated Reader™* program requires students to select and read a book based on their area of interest and reading level. Upon completion of a book, students take a computerized quiz based on the book's content and vocabulary. Quiz performance allows teachers to monitor student progress and to identify students who may need additional reading assistance. This review of the program for the Beginning Reading topic area focuses on studies that examine outcomes for beginning readers in grades K–3.

Reviewed Research

The What Works Clearinghouse (WWC) identified two studies of *Accelerated Reader™* that both fall within the scope of the Beginning Reading topic area and meet WWC group design standards. Both studies meet WWC group design standards without reservations. Together, these studies included 265 beginning readers in grades 1–3 in four schools.

The WWC considers the extent of evidence for *Accelerated Reader™* on the reading achievement for two student outcome domains—comprehension and reading fluency.

WWC IRALRP10 (What Works Clearing House) (NCES – National Center for Educational Statistics)

Reading Plus

Reading Plus is a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice for students in grade 3 and higher. Based on its review of the

research, the WWC found *Reading Plus* to have potentially positive effects on comprehension for adolescent learners.

Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice for students in grades 3 and higher. Reading Plus® aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus® is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities.

The WWC found Reading Plus® to have potentially positive effects on comprehension for adolescent learners

WWC IRLIT68 (What Works Clearing House) **Carbo Reading Styles Program**

The Carbo Reading Styles Program® is a literacy intervention for students in grades K–12 that aims to meet the individual needs of learners through assessment and tailoring of the instruction to students' particular reading learning styles. The term "learning styles" refers to the concept that different students may need different instructional approaches. Students' preferred learning styles are classified as auditory, visual, or kinesthetic (a style in which learning takes place by the student carrying out a physical activity). The intervention uses the Reading Styles Inventory®, which determines a student's learning style for reading and provides specific teaching recommendations that accommodate that style. Teachers receive training in the implementation of the Carbo Reading Styles Program® and a variety of teaching methods appropriate to the different reading styles of their students. The Carbo Reading Styles Program® can be used in individual and group settings as a primary or supplementary program. This review of the Carbo Reading Styles Program® for Beginning Reading focuses on students in grades K–3.

Power Reading

Power Reading is a complete program of high-interest, leveled, reproducible short stories. Each Power Pak has 20 stories recorded by **Dr. Marie Carbo** using her nationally validated recording method. The Power Reading Assessment enables you to track, measure, and document each student's reading progress.

Science

To strengthen science, a cross curricular planning team will be established to align the standards with suggested teaching strategies. This team will consist of science teachers from each professional learning community in grades 3, 4, 5, 6. The team will break apart each state

objective in the frameworks for all grades to determine what the students must know before the material can be taught and mastered. To bring science to life, grades 3, 4, 5, 6 at Pearman will be provided with **GEMS** Units science lab kits to actively explore concepts. Training on the use of these units will be provided by Mrs. Amanda Bonner, the science lab specialist at Hayes Cooper Center. Mrs. Bonner is a certified GEMS teacher and has been trained on the use of GEMS units. Model lessons will be taught in the classroom by Mrs. Bonner. Science teachers will observe this lesson, critique the lesson, and implement strategies learned into their classrooms. They will also receive professional development in their content, which is reflected in the professional development plan, as well as training on implementing a writing program in the classroom. Additionally, the team will share effective strategies used in the classroom to assist and support each other in incorporating and developing best practices. Science teachers will also have the opportunity to visit each other's classrooms and to visit the science lab at Hayes Cooper Center to learn from their peers successes. If a science teacher or teachers fail to drastically improve instruction, despite all of our efforts, the teacher(s) will be replaced.

GEMS Units will be purchased through SIG. These evidence based units will be used to compliment the science program adopted by the district. Basic science inquiry and project based units will be used to develop high interest in science. Some basic classroom science supplies and equipment will be purchased with SIG. Other supplies that can be used to incorporate hands on activities for the students will be purchased. Nonfiction books focusing on the MS standards in the science content area, will be made available to all science teachers at Pearman. Also, books leveled for low achieving readers will be made available through the SIG grant. Professional development incorporating project based learning and inquiry will be provided.

Science Evidence Based Supplementary Materials:

What Works Clearing House (WWC) Summary of Evidence for this Intervention

Great Explorations in Math and Science® (GEMS®) Space Science Sequence

Great Explorations in Math and Science® (GEMS®) Space Science Sequence is an instructional curriculum for grades 3–5 that covers fundamental concepts, including planetary sizes and distance, the earth's shape and movement, gravity, and moon phases and eclipses. Part of the *GEMS®* core curriculum, *GEMS® Space Science Sequence* uses the solar system as the focal point for learning. The sequence uses models, hands-on investigations, peer-to-peer discussions, reflection, and informational student readings. Students complete four units, each lasting between four and nine sessions. Each unit builds upon knowledge from previous units and can be used independently or in conjunction with one another for an overall learning progression.

Reviewed Research

One study of *GEMS® Space Science Sequence* that falls within the scope of the Science review protocol meets What Works Clearinghouse (WWC) evidence standards without reservations. The study included 2,594 elementary school students from grades 4 and 5 in elementary

schools in Florida. Based on this study, the WWC considers the extent of evidence for *GEMS® Space Science Sequence* on elementary school students to be small for the general science achievement domain, the only domain identified by the review protocol.

Effectiveness:

GEMS® Space Science Sequence was found to have potentially positive effects on general science achievement for elementary school students.

The Improvement Index (percentile points) averaged +7.

Research Summary:

Two studies reviewed by the WWC investigated the effects of *GEMS® Space Science Sequence* on elementary school students. The study by (Granger, Bevis, Saka, & Southerland, 2010) is a randomized controlled trial that meets WWC evidence standards without reservations.

Program details:

The *GEMS® Space Science Sequence* for grades 3–5 introduces students to fundamental concepts in space science using the solar system as the foundation. Students investigate size and scale relative to distance, the Earth’s shape and gravity, how the Earth moves, and moon phases and eclipses. The sequence has 24 sixty-minute class sessions broken down into four units:

- Unit 1: How Big and How Far? (9 class sessions)
- Unit 2: Earth’s Shape and Gravity (6 class sessions)
- Unit 3: How Does the Earth Move? (4 class sessions)
- Unit 4: Moon Phases and Eclipses (5 class sessions)

The activities in the curriculum target core space science concepts and common misconceptions that students might have about them. Students explore the role of models and evidence in science. Working in small groups, students are encouraged to evaluate alternative explanations, use evidence to support them, and critique the merits of an explanation.

Educators may implement all the units in a single grade during one school year or teach individual units in consecutive grades over two or three years. Not all of the units in a sequence must be taught—each can stand alone, if necessary. The *GEMS® Space Science Sequence* curriculum comes with a teacher’s guide, a materials kit, and master copies for duplication or electronic presentation. The teacher’s guide includes an assessment system and a CD-ROM, which offers a collection of resources, software programs, and web links.

More than 60 *GEMS®* network sites and centers provide ongoing training and support to teachers on how to use *GEMS® Space Science Sequence* within their larger curriculum.

Social Studies

To strengthen social studies, we plan to create a cross curricular planning team to align the standards with suggested teaching strategies. This team will consist of social studies teachers from each professional learning community (grades 1 - 6). They will discuss trends in deficit skills in this content area and create an action plan to rectify this problem, identifying priority

objectives to begin within each grade level to ensure that all students master the objectives in the stated frameworks each year to enter the next grade with a knowledge base to build from. The team will also research various strategies for increasing the rigor in the classroom, as well as to incorporate instructional level text to accommodate below grade readers without sacrificing content. High interest non fiction books will be ordered for each classroom to supplement the social studies curriculum for that particular grade level.

Additionally, the team will share effective strategies used in the classroom to assist and support each other in incorporating and developing best practices. A model lesson will be taught in a social studies classroom by a high performing teacher. Social studies teachers will observe this lesson, critique the lesson, and implement strategies learned into their classrooms. They will also receive professional development in their content as well as training on implementing a writing program in the classroom. Social Studies teachers will also have the opportunity to visit each other's classrooms to learn from their peers' successes.

In social studies, globes and maps will be purchased through SIG. Other supplies that can be used to incorporate hands on activities for the students will be purchased. Nonfiction books focusing on the MS standards in the social studies content area, will be made available to all social studies teachers at Pearman. Also, books leveled for low achieving readers will be made available through the SIG grant. Professional development incorporating project based learning and inquiry will be provided.

The faculty and staff at Pearman will provide an inquiry-based instruction using new curriculum materials that will allow students to become responsible citizens and lifelong learners. Inquiry-based professional development and training will be required for every teacher in each grade level.

SIG Program Enhancements include the following:

- Increased performance level instruction for all grades and all content areas
- Increased time for small group instruction based on student performance data
- New research-based intense reading and language program support for improvement in reading/language arts for all grade levels.
- Classroom Supplemental Supplies for supplemental instructional materials, such as workbooks, posters, CD's, software, digital media, classroom library books, math or science manipulatives, posters of historical or primary source documents, writing journals, miscellaneous supplies, etc.
- Professional Development for the data driven instruction for each grade level.
- New intervention materials to support Three Tier Instructional Model
- **New staff and resources to enhance the curriculum and facilitate learning across curricular areas. New staff will include (1) Internal Transformation SIG Officer, (2) reading coach, (3) math coach, (4) two tutors,**
- **Job-embedded, onsite professional development in all grades and all content areas.**
- **External Lead partner consultants who will work weekly with teachers in job-embedded**

coaching, modeling, and training.

- Data coaching and Data Teams who will examine student level data and develop action plans for improvement. Emphasis will be placed on data-driven decision-making focused on student learning.

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

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

a) Full-Day Kindergarten **(Not Applicable)**

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

☐ YES

☐ NO

b) Compulsory Attendance for Enrolled Kindergarteners **(Not Applicable)**

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

☐ YES

☐ NO

c) High-Quality Pre-School **(Not Applicable)**

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

Program Requirement	Program Alignment
(1) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a State-approved alternate pathway, which may include coursework, clinical practice, and evidence of knowledge of content and pedagogy relating to early childhood, and teaching assistants with appropriate credentials	
(2) High-quality professional development for all staff	

(3)	A child-to-instructional staff ratio of no more than 10 to 1	
(4)	A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications	
(5)	A full-day program	
(6)	Inclusion of children with disabilities to ensure access to and full participation in all opportunities	
(7)	Developmentally appropriate, culturally and linguistically responsive instruction and evidence-based curricula, and learning environments that are aligned with the State early learning and development standards, for at least the year prior to kindergarten entry	
(8)	Individualized accommodations and supports so that all children can access and participate fully in learning activities;	
(9)	Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff	
(10)	Program evaluation to ensure continuous improvement	
(11)	On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development	
(12)	Evidence-based health and safety standards	

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

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

Type of Service	Current Services	Proposed Services
	<i>What services are currently available to students who have been identified through the school's</i>	<i>How will the school enhance available services under the SIG program?</i>

	<i>multi-tiered model?</i>	
Academic	<p>Emphasis is placed on improving the effectiveness of Tier 1 instruction so that there will be fewer students requiring Tier 2 and Tier 3 interventions. Several assessment measures are currently used to pinpoint where the deficits are and what additional instruction/intervention is required. The numbers for Tiers 2 and 3 at present are not very high which indicates that the teachers instruction and assessment do not match the MSCCR standards. According to the data from NWEA MAP and from state testing, too many students at Pearman are working below level and these numbers are not reflected in Tier 2 and Tier 3 instruction. Presently Tier 2 students receive 30-minute interventions two times a week; Tier 3 students receive 30-minute interventions three times a week.</p> <p>We know this is inadequate and, are relying on SIG to help us strengthen the application of the three-tier process.</p> <p>Pearman currently has the following programs in place to give support to students identified through the three-tier model:</p> <ul style="list-style-type: none"> • Accelerated Reading/STAR Reading • Accelerated Math/STAR Math • Reading to Read Program 	<p>The emphasis on building effectiveness of core instruction through the use of Reciprocal Teaching to build instructional improvements in curriculum will address the inadequacies of Tier 1 services, which have significantly contributed to the high number of children needing Tier 2 & 3. For Tier 2 & 3 students, learning teams will review assessment data at their weekly meetings to identify students requiring additional support. During team meetings, teachers will review student work to determine if the deficit is the result of skills not mastered in an earlier grade, an authentic learning disability or special need, or if it is due to a lack of understanding of a grade level competency simply requiring an effective reteach. This assessment will inform appropriate action. For all Tiers--the introduction of better tools (programs, manipulatives, and scope/sequence) are needed. All staff will be trained in August and expected to deliver interventions during a designated time in the schedule (available through SIG).</p> <p>An ELA (reading) literacy coach and a math coach will be added to the faculty at Pearman through the SIG. In addition to the reading and math coach, a reading tutor and a math tutor will be added to the staff. With these additions both reading and math interventions will be conducted and they will also conduct all Tier 3 interventions in groups no larger than five students,</p>

	(Fluency Plus)	<p>five days a week in 45-minute intervals.</p> <p>As state policy mandates, Tier 2 interventions will utilize different materials from Tier 1 and occur at least three times a week for 30 minutes. Students identified as Tier 3 entering in the fall will receive immediate services within the first 20 days of school. NWEA MAP progress monitoring will be administered three times yearly. These reports are accessible at the school level and will be reviewed weekly by the learning team. The Principal, who chairs the TST process, will review all documentation related to students receiving their interventions.</p> <p>A rotating schedule will be developed between the computer lab and the interventionist to ensure that each student receives, at minimum, the required number of minutes in supplemental instruction. Classroom teachers will also document all adjustments to the classroom learning plan, including differentiated lessons, remediation, and additional support.</p> <p>The coaches provided through SIG will support teachers by helping them understand how to better plan for differentiated instruction and accommodate students' learning styles.</p>
FOR PATHWAYS: Academic counseling		

FOR PATHWAYS: Teacher Advisors		
Non-academic	<p>Pearman currently has the following programs in place to give support to students in non-academics.</p> <ul style="list-style-type: none"> • Check in/Check out program –a student/mentor program • Life Help school based therapy • Functional Behavior Assessments • Individual Behavior Plans • Behavior Contracts <p>Mississippi's "Plan of Rapid Compliance" mandates a Response to Intervention (RTI) model be in place for behavior. All students are screened once using a tool developed by Fluency Plus, LLC. Data from this screen is analyzed. Services provided to students with potential behavioral deficits are limited.</p>	<p>With additional personnel and professional development provided by the SIG program, more frequent use of the available data from the Universal Screener will occur.</p> <p>Students requiring interventions, as determined by the TST will be placed in either Tier 2 or Tier 3 groups, depending on severity of need. Students in Tier 2 will receive targeted social skills training in small groups with an emphasis on teaching appropriate replacement behaviors. The counselor would conduct these classes twice a week. Functional Behavioral Assessments (FBA) will be conducted for the students' intervention and will result in a Behavior Intervention Plan (BIP). Data will be collected and analyzed as part of the FBA and BIP and teaching of appropriate behavioral skills – involving all classes in which the student is in – will be modified as the data dictates. Additional external mental health resources will be identified as necessary.</p> <p>The principal will work with the External Partner's leadership coach, teacher coaches, and the counselor to review and revise the PBIS model. The counselor will ensure that students with behavior problems are properly identified, and that teachers are trained on the various issues related to student behaviors. The principal and the leadership team will implement the</p>

		Positive Behavior Instructional Supports Plan for the entire school. Consultants will provide training for teachers on how to utilize the revised system. The counselor, lead partner, and teacher coaches will also work with teachers to develop behavior modification plans for each student in need. Strategies such as a "check in and check out" system and small group behavior classes or classes offered during lunch for students will be implemented to support these issues. The principal and counselor will develop a schedule for each student to ensure that the proper number of minutes is received in supplemental behavior.
<i>FOR TURNAROUND AND PATHWAYS:</i> Socio-emotional counseling and other services		
<i>FOR TURNAROUND ONLY:</i> Community-oriented services		

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	There are currently two inclusion special education	Increasing specificity of objectives and measurable

	<p>teachers at Pearman. The special education teacher works with the classroom teacher and assists the student with disabilities in the regular classroom setting. One inclusion teacher serves grades 1, 2, and 3 and the other inclusion teacher serves grades 4 and 5.</p>	<p>goals within IEPs is needed to improve impact on special needs students. In addition, SIG support for supplemental materials and access to core reading curriculum and language are requested.</p> <p>Supplementals include, Reading and Language Arts toolkits and software, Math software, visual learning guides, and reading pens. With these additional resources, students with disabilities will receive more comprehensive services that more adequately reflect their individualized education plan.</p> <p>Services provided to students with disabilities through the implementation of the SIG program will include access to new instructional materials designed to support struggling readers.</p> <p>By hiring new and additional staff (reading coach, math coach, 2 tutors) students with disabilities will be positively impacted through new programs. The new staff will work with students who are struggling with academics and support their IEP through a well- planned system of support.</p> <p>Through on-site job-embedded professional development, teachers will receive coaching on how to differentiate instruction at varying levels,</p>
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		<p>conduct formative and diagnostic assessments and use data to drive instructional decisions. This training and support will in turn enhance the instruction provided to students with disabilities.</p> <p>No additional special education teachers are requested, only supplies to enhance learning.</p>
English Language Learners	<p>Students who are classified as English Language Learners are identified through a Home Language Survey during the registration process. Students and their families are provided support through translation services and English language acquisition materials and software. Students are tested to determine their level of English proficiency annually using the WIDA assessment, as required by MDE. Cleveland School District has less than 1% of its student population designated as ELL students. There are 16 ELL students at Pearman. They all can and do speak English as a 2nd language. The school district provides an ELL tutor for these students.</p>	<p>Even though we do not have a significant ELL population, the current ELL students at Pearman and any future ELL students will benefit from the Positive Behavior Support Program. Additionally, if ELL students are in need of reading support, they will benefit from the interventionist's work. Also, the new intervention materials are designed to support both struggling native speakers and ELL students.</p> <p>Through on-site job-embedded professional development, teachers will receive coaching on how to differentiate instruction at varying levels, conduct formative and diagnostic assessments and use data to drive instructional decisions. This training and support will in turn enhance the instruction provided to ELL students.</p> <p>No new positions or supplies for ELL students will be added at SIG expense. The district will continue to support this program.</p>
Academically Behind	There are a number of students	The SIG grant addresses this

	<p>at Pearman who are academically behind. More than 50% of the students in each grade level tested on the state test scored in level 1 or level 2 indicating a large number below where they needed to be. There appears to be a large number of students who have been promoted but continue to function well below their current grade placement. This problem is the result of poor teaching over many years and is compounded by inadequate and timely remediation. Current services include two 30-minute intervention sessions for Tier 2 students and three 30-minute sessions for Tier 3 students. The students report card grades do not match with their NWEA MAP assessments nor with their state assessments thus indicating the lack of rigor in the classroom.</p>	<p>problem by:</p> <ol style="list-style-type: none"> 1. introducing qualified reading and math coaches 2. providing a reading tutor and a math tutor. 3. increasing time allowed for Tier 2 and Tier 3 4. improving delivery of Tier 1 (core instruction) through better recruitment, hiring, professional development and hiring of instructional staff. Adequate staffing will enable us to meet the higher expectations for academic achievement.. 5. Increasing learning time by 348 hours per year <p>Teachers for Extended School Year: 16 teachers x 4 hrs. per day = 64 hours x 20 days = 1280 hours @ \$25 per hour = (Boot Camp - 4 weeks) will be funded with SIG</p>
FOR PATHWAYS: Students at Risk of Dropping Out of School		
FOR PATHWAYS: Students Least Likely to Attend College/Those Historically Underrepresented in College		
Gifted or Advanced	<p>The state of Mississippi requires Gifted Programs for students in grades 2-6. Cleveland School District offers the Gifted Program to all students in grades 2 – 6 who qualify as</p>	<p>Through the SIG program Pearman plans to address the need of gifted or advanced students by introducing more differentiated, collaborative, center-based, Socratic,</p>

	<p>gifted. The students in grades 2 – 6 at Pearman who qualify for the gifted program are offered this program. Gifted students participate in this pull-out program designed for academically gifted. The gifted program offers an advanced curriculum that is designed to promote critical thinking skills and creativity. Pearman has two part time teachers in the gifted program.</p> <p>Classroom teachers are encouraged to use strategies in the classroom that develop the same high expectations as strategies used in the gifted program by the teachers in that program.</p>	<p>problem-solving methodology into every classroom, thus better meeting the needs of advanced students, but allowing all students to benefit from these effective practices. These methods will be taught to teachers through professional development. Services will be provided through the SIG model to ensure that gifted and advanced students are appropriately challenged and provided with quality instruction.</p> <p>Our goal is to move students out of level 1 and 2 categories into levels 3, 4, and 5 categories. We believe that every child should receive the support it takes to realize his/her potential.</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 (2016/2017)	330 (178 days) 270 (2 – 60% days)	178 full days 2 - 60% days	58,740 <u>540</u> 59,280
SIG Year 1 2017/2018	420 (178 days) 340 (2 – 60% days)	178 full days 2 - 60% days	74,760 680

School Year	240 (Boot Camp =4 hours per day for 20 days)	20 days @ 4 hours per day – Summer Boot Camp	<u>4,800</u> 80,240
SIG Year 2 2018/2019 School Year	420 (178 days) 340 (2 – 60% days) 240 (Boot Camp =4 hours per day for 20 days)	178 full days 2 - 60% days 20 days @ 4 hours per day – Summer Boot Camp	74,760 680 <u>4,800</u> 80,240
SIG Year 3 2019/2020 School Year	420 (178 days) 340 (2 – 60% days) 240 (Boot Camp =4 hours per day for 20 days)	178 full days 2 - 60% days 20 days @ 4 hours per day – Summer Boot Camp	74,760 680 <u>4,800</u> 80,240
SIG Year 4 2020/2021 School Year	420 (178 days) 340 (2 – 60% days) 240 (Boot Camp =4 hours per day for 20 days)	178 full days 2 - 60% days 20 days @ 4 hours per day – Summer Boot Camp	74,760 680 <u>4,800</u> 80,240
SIG Year 5	N/A		

Increased Time on Task for Student Learning - Pearman Elementary School

Beginning Year of Priority School Status 2016/2017	Priority School Status 2017/2018	Priority School Status 2018/2019	Priority School Status 2019/2020	Priority School Status 2020/2021
330 minutes per day 8:00 – 2:45 405 min -30 min. lunch break -15 morning break - 30 Activity Period 330 min per day	420 minutes per day (90 extra minutes) 7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break <u>420 - Total Minutes of Instruction</u> 178 full days for the year Adding:	Same as 2017/2018 school year: 7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break <u>420 - Total Minutes of Instruction</u> 178 full days for the year Adding:	Same as 2018/2019 school year: 7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break <u>420 - Total Minutes of Instruction</u> 178 full days for the year Adding:	Same as 2018/2019 school year: 7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break <u>420 - Total Minutes of Instruction</u> 178 full days for the year Adding:

	<p>90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.</p> <p>2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning</u> <u>break</u> 300 min – Total Min. of Instruction (30 extra minutes)</p> <p>Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day.</p> <p>Adding: 4800 minutes/80 hours</p> <p>Total Increase in Learning Time = 20880 minutes = 348 hours</p>	<p>90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.</p> <p>2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning</u> <u>break</u> 300 min – Total Min. of Instruction (30 extra minutes)</p> <p>Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day.</p> <p>Adding: 4800 minutes/80 hours</p> <p>Total Increase in Learning Time = 20880 minutes = 348 hours</p>	<p>90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.</p> <p>2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning</u> <u>break</u> 300 min – Total Min. of Instruction (30 extra minutes)</p> <p>Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day.</p> <p>Adding: 4800 minutes/80 hours</p> <p>Total Increase in Learning Time = 20880 minutes = 348 hours</p>	<p>90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.</p> <p>2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning</u> <u>break</u> 300 min – Total Min. of Instruction (30 extra minutes)</p> <p>Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day.</p> <p>Adding: 4800 minutes/80 hours</p> <p>Total Increase in Learning Time = 20880 minutes = 348 hours</p>
<p>Over the period of time from 2017/2018 school year until June 30, 2021 Pearman Elementary Students will have GAINED a total of 83,520 minutes or 1392 hours</p>				

The state of Mississippi requires 330 minutes of instructional time per day. Before Pearman was designated as a priority school, students received 330 minutes of instructional time per day. As a part of the SIG, learning time will be increased by 90 minutes per day for Pearman for each year of the SIG. The school year will be adding 16020 minutes for 178 full days and 60 minutes for the two 60% days (30 minutes each of the two days) making an additional 16080 minutes for the regular school year. In this SIG application we are proposing adding an additional 4800 minutes/80 hours to that extra learning time.

The school year will include a **4 week summer school boot camp** that will be offered to all students. The summer boot camp will be from 8:00 until 12:00 each day for 4 weeks. The 4 week boot camp will add 4800 minutes/80 hours of additional learning time.

The total increased time on task for student learning will be 20880/348 hours per student per school year for each year of SIG application.

All staff and students will be required to be present for the extended time during the regular school year. **All students will be offered** the 4 week summer boot camp. Teachers will have Professional Development for 1.5 hours after each day of Boot Camp funded through SIG. Students will receive structured, individualized instruction based on student performance. This time will be used to provide additional opportunities for teaching and learning.

This will be a total increase of 20880 minutes/348 hours per regular school year, which **will be offered to all students** for years 1, 2, 3, and 4 of the SIG proposal (2017/2018, 2018/2019, 2019-2020, 2020/2021 school years).

- SIG funds will be used to pay for the **extended year summer boot camp teacher salaries and benefits.**
- SIG funds will be used to pay teacher stipends for the professional development (1.5 hours each day) after each day of boot camp.
- SIG funds will also be used to pay for **bus driver salaries and fringe benefits to provide transportation to and from the summer extended year boot camp and all fees for the use of the buses for that transportation.**

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

C. Data for Instructional Decision-Making

1. Current and Proposed Assessments

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

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

Assessment	Description	Type	Grade Levels	Subject Areas Covered	Internal or External	Frequency
<i>Title of Assessment</i>	<i>Briefly describe the characteristics of the assessment. Multiple choice or free response? Is it paper and pencil or adaptive?</i>	<i>Is the assessment formative, interim, or summative?</i>	<i>Specify which grade levels use this assessment.</i>	<i>Specify which subject areas use this assessment.</i>	<i>An internal assessment is created by district or school staff; external assessments are created by vendors or the state.</i>	<i>How often is this assessment given?</i>
NWEA MAP	Benchmark Assessments- All students will be assessed three times per year for universal screening. The data will be used to monitor progress and to make adjustments as needed in the instructional process (early identification)	Interim	1, 2, 3, 4, 5, 6	Reading Language Math	External	3 times a year
STAR Reading Test	Students take an adaptive, computer-based assessment to determine current reading level (zone of proximal development)	Formative	1, 2, 3, 4, 5, 6	Reading/Language Arts	External	3 times a year

	or ZPD).					
Accelerated Reader (AR)	Students read books at the level identified by the STAR test, which provides a zone of proximal development (ZPD) or reading range, and then take computer-based comprehension tests when finished reading each book. With the online system, teachers are able to manage all reading activities and assess students' reading with four types of quizzes: Reading Practice, Vocabulary Practice, Literacy Skills, and Textbook Quizzes.	Interim	1, 2, 3, 4, 5, 6	Reading/Language Arts	External	Weekly
Nine Weeks Tests	Assessments are teacher-made, based on existing resources for test questions that were then aligned with the MSCCR standards. Test formats include multiple choice, fill in the blank, short answer, and essay questions.	Summative	1, 2, 3, 4, 5, 6	Reading/Language Math Science Social Studies	Internal	9 weeks
Weekly quizzes	Weekly quizzes are created by the teacher and are aligned to the pacing guide and to MSCCR standards. They are pencil and paper. Test formats include	Formative	1, 2, 3, 4, 5, 6	Reading/Language Math Science	Internal	Weekly

	multiple choice, fill in the blank, short answer, and essay questions.			Social Studies		
Classroom daily quizzes	Classroom tests are created by the teacher and are aligned to the pacing guide and common core standards. They are given as daily pop quiz tests to check comprehension of content. They are pencil and paper, multiple choice and free response assessments. Many of these tests are taken from textbook or supplemental materials.	Formative	1, 2, 3, 4, 5, 6	All Subjects	Internal	Daily
MS State Assessment Tests	Tests mandated by the state, contracted out to a publishing company to be designed, that measures growth and sets accreditation levels	Summative	2, 3, 4, 5, 6	Reading Language Arts Math Science	External	Annually
		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) 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>
Reading Plus	Reading Plus® is a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice for students in grades 3 and higher. Reading Plus® aims to develop and improve students' silent reading fluency, comprehension, and vocabulary. Reading Plus® is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and	Formative	3, 4, 5, 6	Reading	Diagnostic only

	supplemental offline activities.				
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(2) Internal Assessments

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

The external lead partner will provide training and professional development to the teachers at Pearman on designing and aligning assessments to MSCCR. Training on how to use the results of the assessments to redesign lesson plans and reteach skills will also be provided.

Teachers who will be designing internal assessments (nine weeks tests, weekly assessments) will be required to submit their assessments to the Principal and Internal Lead Partner for review before administration. Teachers will be encouraged to use existing resources to guide test creation and will be required to align all internal assessments with MSCCR.

Through the SIG, teachers will be trained on data assessment. They will be able to use this training in order to interpret how effective the tests they prepare are and how much progress is actually being made on such tests as NWEA MAP, STAR, Accelerated Reading, Reading Plus, etc. Teachers will be required to to a grade distribution chart on each assessment they give. This will keep them well aware of how effective their teaching is and whether there is enough rigor in their lessons.

Pearman teachers will revise their classroom assessments to improve their alignment to the Mississippi testing blueprints and curriculum. Weekly assessments will be revised to make sure they are providing the teachers with diagnostic and ongoing data about student performance.

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?

With the addition of support personnel to enable greater focus on instruction, the review of school-wide data becomes a more established function of instructional monitoring personnel (Principal, **Internal Lead Partner, math coach, reading coach, reading tutor, math tutor**) and the data team (described in section e below). With the state SAMS program, a variety of data (not just achievement, but attendance, interventions, disciplinary trends, etc) can now be monitored and used to inform all aspects of instruction and planning. Through weekly learning teams, teachers will be guided in recognizing current academic functioning in each student so as to design appropriate lessons and remediation and alter pacing, as indicated. NWEA MAP will be used as baseline data for growth purposes, to compare students against national norms for more aggressive goal setting, to identify school-wide gaps, and help in evaluating individual teacher effectiveness. NWEA MAP pinpoints basic grade-level skills in reading and math, which support formation of differentiated instructional groups and need for individual interventions (both Tier 2 & 3). Weekly Curriculum assessments are all used to determine mastery and inform pacing of instruction. As a regular feature of each professional development learning team, teachers will examine and review all assessments given within particular time frames to set/revise goals, plan instruction, and move students in and out of interventions. And finally, with additional training regarding performance level descriptors, teachers can use assessment results to more precisely address depth of knowledge and skill levels.

Through the SIG grant, the instructional staff will learn how to use powerful strategies for using data to:

Analyze and interpret all available data

Plan and implement data driven decisions

Differentiate instruction based on performance data to customize for all learners

Student data will be used as the driving force in the delivery of high quality instruction. The State Test data will be used to evaluate the previous year's work and care will be taken to tie the student performance to the delivery of instruction as evidenced by teacher observation, lesson plans, and student work. The data will be used to systematically plan for instruction for the upcoming group of students and to drive the instruction. Students will be grouped based on needs. Results on overall performance and by specific objective will guide the student groupings. Each nine weeks, the students will be regrouped by their content area teachers, based on disaggregated data. Through the additional minutes of instruction provided by the extended day and the extended year, high quality teachers will be able to increase learning and achievement.

An experienced data coach, provided by the external lead partner, will work with Pearman school personnel to build capacity through the formation of a site-based "Data Coach Team". The data coach team will consist of the building principal, math coach, the literacy coach, the internal lead partner, and the RTI school chair. This team will conduct regular data meetings with each grade level and in the content areas to monitor and adjust learning paths based on student progress, multiple data points, and growth measures. The data coach will additionally guide the data team and the teachers in how to design individual learning plans, group and schedule students for optimal learning time, and monitor and adjust instructional pathways based on the triangulation of all available data.

b) Immediate Analysis, Feedback, and Targeted Instruction

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

Pearman's school improvement plan is built around the student-centered concept that for teachers to improve student learning, they must first know what students already know how to do well and what areas they still need instruction in to develop mastery. The teachers need data on student learning to be detailed, authentic, accurate and timely. Each of the curriculum components that have been included in the plan were specifically selected not only because of how they fit instructional needs, but also because of the data systems that are included in each program.

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

- the current universal administration of an adaptive, computer-based assessment three times throughout the school year (NWEA MAP),
- formative classroom assignments, activities, and inventories given by the teacher on a daily basis built as a result of teacher/data coaching,
- progress monitoring data and reports from the intervention programs on a weekly basis
 1. Reading Plus
 2. Power Reading
 3. TenMarks
 4. Accelerated Math
- STAR and Accelerated Reading monitoring assessments, and
- summative, end-of-unit assessments which are aligned to the MSCCR and given at the classroom level developed through grade level planning under the support of teacher/data coaching and mentoring.

Once this data is collected, teachers will work closely with the data team to learn how to analyze and utilize the data to inform instructional decisions that will move students toward

mastery of curriculum and skills. The NWEA MAP benchmark assessments that we currently administer have a very quick turnaround providing teachers with data on the individual and class level within 4 to 5 days of the administration. Through the proposed system of teacher/data coaching, we will develop and/or revise classroom assessments, progress monitoring tools, and other summative assessments that will provide teachers with feedback in at least 72 hours. Teachers will develop student portfolios for each student that will provide evidence of authentic assessments of the student work products, writing pieces, and essays. All student portfolios will provide evidence of MSCCR standards designed to increase rigor and high expectations. The portfolios will also include evidence that the curriculum and the assessments align with high expectations of rigor for students. Parents will be able to have confidence in the grading process and that a student's grade is actually indicative of their achievement level.

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

c) Academic Growth of Students

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

NWEA MAP provides specific statistics for tracking growth and comparisons against norms. The emphasis on establishing big goals at the classroom and individual level shifts teachers away from end of quarter to daily progress against a baseline but with an eye to specific target of mastery. For this reason, the tracking (and public charting) of progress will be a daily and weekly norm in all classrooms and reviewed in the weekly learning teams through regular reports from formative and summative assessments described in a previous section. Examples of charting progress include tracking of:

- **Accelerated Reader** passage rates on quizzes throughout towards individualized AR goals, charting of fluency rates by individual students, and across all grades, the tallying of vocabulary and sight words mastered.
- **Reading Plus®** is designed to adjust the difficulty of the content and duration of reading activities so that students proceed at a pace that corresponds to their reading skill level. The intervention includes differentiated reading activities, **computer-based reading assessments, tools to monitor student progress**, ongoing implementation support, and supplemental offline activities.
- In **Power Reading**, after listening to a story, each student answers the story questions on the computer using the assessment CD. The teacher scores the student's answers using the Assessment CD and produces any graphs and charts needed. The program produces 4 essential progress reports (1) Fluency Assessment Report - graphs each student's fluency scores and displays each score and testing date, (2) Total Reading Assessment - graphs each student's total reading scores and displays each score and testing date, (3) Student Report - that lists the skills tested and the percent of questions answered correctly, (4) and a group report - that shows percent of correct answers for

each reading skill by each student and the group report provides group percentages.

- **TenMarks** is a comprehensive math program that provides teachers with rigorous math content, including assignments, **assessments**, and lessons, and it provides teachers with **data and technology** that enables them to better support all students in meeting the high bar set by MSCCR in mathematics.
- **Accelerated Math** is a software tool used to customize assignments and monitor progress in mathematics serving grades 1–6 for students at Pearman. Accelerated Math creates individualized assignments that align with state standards and national guidelines, scores student work, and generates **formative feedback** through reports for teachers and students. The software can be used in conjunction with the existing math curriculum to add practice components and aid teachers in differentiating instruction via the program's progress-monitoring data.

The supplemental programs of Reading Plus, Power Reading, TenMarks, and Accelerated Math will be provided by SIG funds for teachers to plan effective lessons and to tie assessments back to the teacher and plans.

We will ensure that all of the assessments used in our school will have the ability to track academic growth of students. We will use a software program that will store all the collected data. The assessments will compare data collected in the early fall, winter, and spring to report a growth calculation. A growth calculation will be provided for each individual student in reading/language arts and in math. This data will be reported in terms of individual students, classrooms, and grade levels and will track growth and performance. Each teacher will have access to his/her classroom level and individual student performance data through detailed reports. Reports will demonstrate academic growth performance at the student, classroom, and grade level. The assessments used will allow teachers and administrators to track student growth and progress over multiple years.

d) Achievement Gaps

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

Appropriate reports are critical in the evaluation of student achievement. The reports available through each of the evidence based supplementary programs is easy to read and interpret for teachers, administrators, parents, and students. The reports can be customized to compare data not only at the student level, but also by subgroups, teacher, grade, and school.

Disaggregating student data means breaking down information into smaller subpopulations. Breaking data down into grade level within the school, within racial/ethnic categories, and/or gender among student populations helps in planning the teaching strategies used in the school. Disaggregating student data into subpopulations can help schools plan appropriate programs, decide which evidence-based interventions to select, use limited resources where they are needed most, and see important trends in behavior and achievement.

Data from all of the assessments given at Pearman will be gathered and recorded for each

student. The data will be disaggregated according to individual students and by student subgroups.

The formation of the data team, establishment of learning teams, and public displays of progress against goals, bring data to the forefront and help to pinpoint gaps as they occur.

The assessments that Pearman will be using allow the staff to track achievement gaps in both proficiency and growth between student groups through computerized, individual and adaptive grade level exams and detailed reports. These assessments drill down into students' academic strengths and gaps in curriculum understanding. The assessment data for each test is stored online and shared through a series of detailed reports - at the individual student, grade and school levels and can be divided into subgroups as well. The reports provide data on student proficiency based on growth, proficiency and norms. This allows teachers to take a longitudinal look at a student's academic achievement gaps and helps the teacher to plan instruction to address those areas of need. The reports also help teachers understand what portion of the class met or fell short of expected proficiency or growth targets, in order to adjust instruction accordingly. Reports will be shared with parents and students to ensure that achievement proficiency and growth standards are communicated effectively.

e) Support for Data Analysis and Use

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

The school structures that will support data analysis and use will include the creation of Data Teams and the onsite support and consultation of an experienced Data Coach provided through the external lead partner.

The principal will appoint a data team, consisting of the principal, an RTI committee member, Internal Lead Partner, reading coach, math coach, and teachers that will meet every two weeks to review, record, and report data obtained from assessments such as NWEA MAP, Reading Plus, Power Reading, Accelerated Reading, Accelerated Math, TenMarks, STAR Tests. As part of the increased school day, teachers and faculty will devote time each week in professional development focused on the use of data in academic decision-making and allow teachers to more fully understand the process of data collection, synthesis, and analysis. The data team, supported by the Data Coach, will present classroom teachers with reports and will use the data to help guide targeted instruction and remediation.

We believe that the improvements we desire in student achievement will take place only if all instructional staff and administrators engage in the active use of data at all levels within our school. This data-based system of instructional improvement will be the foundation for nearly all conversations on school reform within our building. To ensure that these conversations lead to lasting change, we will create a Data Team that will study and discuss data both vertically (throughout grade levels and subject areas) and horizontally (across grades and subjects). An experienced data coach will work with our school personnel to build capacity through the

formation of a site-based "Data Coach Team" that will conduct regular data meetings to monitor and adjust learning paths based on student progress, multiple data points, and growth measures. The data coach will additionally guide our teachers in how to design individual learning plans, group and schedule students for optimal learning time, and monitor and adjust instructional pathways based on the triangulation of all available data. The Data Team will examine data from the universal screener, as well as, newly purchased adaptive assessments through instructional software components for reading, math, and other content areas. The Data Team will also analyze classroom assignments/tests, district common assessments, truancy/attendance/discipline and other forms of data which may impact student performance.

The data coach will offer onsite, job-embedded professional development in the form of data analysis/planning sessions, workshops, and team meetings. All professional development opportunities will be aligned to the school's school improvement plan and student performance needs, based on current data analysis. Professional development opportunities will guide teachers in developing an action plan for using data effectively, establishing growth targets for students, and monitoring student performance to improve instruction. This professional development that will be provided is fully research-based and focused on instruction. Teachers will be involved in countless hours of professional growth and learning through onsite data sessions, in-classroom coaching, and Data Team meetings. The goal of our professional development will be to encourage effective use and integration of data by all teachers in daily decision-making to improve student academic growth and performance.

3. **PATHWAYS ONLY:** Early Warning System **(Not Applicable)**

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

a) Availability of an Early Warning System **(Not Applicable)**

Does the school have access to an Early Warning System?

☐ YES

☐ NO

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

b) Data for the Early Warning System **(Not Applicable)**

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

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

D. Instructional Leadership and Staff

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

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

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
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
Principal	1	District	Provide leadership to plan, launch, and manage a transformation school.	Superintendent
First Grade Teacher	2	District	Provide instruction to students based on the MS Curriculum Frameworks/MSCCR Standards for students in first grade.	Principal
Second Grade Teacher	2	District	Provide instruction to students based on the MS Curriculum Frameworks/MSCCR Standards for students in second grade	Principal
Third Grade Teacher	2	District	Provide instruction to students based on the MS Curriculum Frameworks/MSCCR Standards for students in third grade	Principal
Fourth Grade Teacher	3	District	Provide instruction to students based on the MS Curriculum Frameworks/MSCCR Standards for students in fourth grade	Principal
Fifth Grade Teacher	2	District	Provide instruction to students based on the	Principal

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
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
			MS Curriculum Frameworks/MSCCR Standards for students in fifth grade	
Sixth Grade Teacher	2	District	Provide instruction to students based on the MS Curriculum Frameworks/MSCCR Standards for students in sixth grade	Principal
Special Education Teacher (Inclusion)	2	District	The Special Education Inclusion teacher will work with classroom teachers to improve identified student results in grades 1 - 6. Enrichment instruction will be based on the MS Curriculum Framework/MSCCR for all core subject areas.	Principal
Counselor	1	District	Provide emotional and behavioral support and academic guidance for students.	Principal
Librarian	1	District	Provide literary support to the classroom teacher and the students. The Librarian teaches research skills and learning skills to all students.	Principal
Computer Lab Assistant	1	District	Provide support for computer web based intervention programs to students and	Principal

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	<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>
			teachers and instruction in technology to students based on the MS Curriculum Frameworks	
Teacher Assistants	2	District	Provide support for the teachers and for the students in first grade. Each of the two first grade teachers have an assistant teacher assigned to their class.	Principal
Art	1/2	District	Provide instruction in art to all students in all gradelevels at Pearman based on the MS Curriculum Framework	Principal
Gifted Education	2 Part Time	District	Provide instruction in gifted education to students in grades 2-6 who qualify for the gifted program at Pearman.	Principal
Physical Education	1/2	District	Provide instruction in health, physical education, health related issues, to all students in all gradelevels at Pearman.	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>
<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>
Internal Lead Partner Transformation Specialist (SIG Internal Officer)	1	SIG SIG fund will pay for salary and benefits. SIG will also pay for office supplies needed to operate this office. Supplies will include 1 computer, monitor, and other peripherals and set up, 1 computer printer, office desk and chair, file cabinets, bookshelves, Laptop, Ipad, and any consumable office supplies needed to	Along with the requirement to use an External Lead Partner, the state also requires all districts to identify an Internal Lead Partner. This person is a staff member at Pearman who facilitates the implementation process. He/She acts as the liaison between the External Lead Partner, the principal, the School District Transformation Team, and the district superintendent. The Internal Lead Partner will be the liaison between the external partner, the principal, faculty and staff, and all committees. They will work with the school's principal, all faculty and staff, to ensure high expectations and that all interventions are being fulfilled. This person will work closely with the principal and the	Principal District Transformational Team

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
		operate this office.	external lead partner. This person will provide guidance, leadership and support for the program throughout the life of the SIG and after the program is over.	
Reading/Literacy Coach	1	SIG fund will pay for salary and benefits. SIG will also pay for office supplies needed to operate this office. Supplies will include 1 computer, monitor, and other peripherals and set up, 1 computer printer, office desk and chair, file cabinets bookshelves, Laptop, Ipad, and any consumable office supplies needed to operate this office	The Reading/Literacy Coach will work with the classroom teachers to improve reading instruction and facilitate full implementation of the curriculum across disciplines. <i>The person holding this position will become one of the certified teachers on staff at Pearman. Through the extensive training provided by the contracted external partner this person will continue to assist and advise all teachers in reading and literacy. They will become the lead teacher in the language arts department. Planning time each day will be provided in the schedule to continue with these responsibilities.</i>	Principal Internal SIG Officer

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>
Math Coach	1	SIG fund will pay for salary and benefits. SIG will also pay for office supplies needed to operate this office. Supplies will include 1 computer, monitor, and other peripherals and set up, 1 computer printer, office desk and chair, file cabinets, bookshelves, Laptop, Ipad, and any consumable office supplies needed to operate this office.	The Math Coach will work with the math classroom teachers to improve math instruction. The math coach will model lessons in math for teachers while working with the students. <i>The person holding this position will become one of the certified teachers on staff at Pearman Elementary. Through the extensive training provided by the contracted external partner this person will continue to assist and advise all teachers in math. They will become the lead teacher in the math department. Planning time each day will be provided in the schedule to continue with these responsibilities</i>	Principal Internal SIG Officer
Tutors	2	SIG fund will pay for Salary and Benefits	Provide after school classes to students, as well as assist teachers during the school day with students in need of remediation and enrichment through curriculum software and	Principal Internal SIG Officer

Position	Number of FTEs	Funded by	Roles/Responsibilities	Reports to
<i>Title of position</i>	<i>How many full-time equivalents will hold this position?</i>	<i>Will this position be funded by SIG, another grant program, or by regular appropriations?</i>	<i>What does a person in this position do? Describe briefly.</i>	<i>Who does a person in this position report to?</i>
<i>Ex. Literacy Coach</i>	2	1 SIG 1 Title I, Part A	<i>The literacy coaches work with classroom reading teachers to improve reading instruction and facilitate full implementation of the reading curriculum.</i>	<i>Assistant Principal for Curriculum and Instruction</i>
			any supplementary Intervention Programs	
Teachers for Extended School year	16 teachers 16 teachers @ 4 hours per day = 64 hours X 20 days = 1280 hours @ \$25.00 per hour. = \$32,000.00 16 x 1.5 = 24 hrs. x 20 days = 480 hrs. x \$20 per hr. = \$9600.00	Teachers for Summer Boot Camp Extended School year. Teachers, and benefits will be paid with SIG Classroom Extended Year Instruction with students is 4 hours per day. 1 ½ hours per day will be for Intensive Professional Development which equals 1.5 hours per extended day for teachers professional professional development.	Faculty for the summer boot camp extended school year to ensure that high academic standards are fulfilled and that all interventions are in place to bring all students up to and above grade level	Principal Internal SIG Officer

PART II: TEACHING AND LEARNING—CLOSURE (Not Applicable)

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

A. Newly Consolidated School(s)**1. School Information**

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

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

2. Higher Achieving School(s) (Not Applicable)

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

3. Proximity to Closed School (Not Applicable)

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

B. Closure Plan (Not Applicable)

1. Transfer Plans (Not Applicable)

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

2. Consolidated Staff (Not Applicable)

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

PART II: TEACHING AND LEARNING—WHOLE-SCHOOL REFORM MODEL (Not Applicable)

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

A. Approved Evidence-Based Whole-School Reform Model (Not Applicable)

Which whole-school reform model has the school selected?

Select one...

B. Fit with Student Instructional Needs (Not Applicable)

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

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

C. Instructional Leadership and Staff (Not Applicable)

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>
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

2. Proposed Instructional Staff (List new positions during SIG implementation.) (Not Applicable)

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

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

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

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

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

A. Allocation of Financial Resources

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

Source of Funds	2016-2017 Allocation	How do these funds support/align with the SIG proposal?
Title I, Part A	\$115,369.44	<p>Title I funds at Pearman are currently used to supplement district funding to improve student achievement.</p> <p>The \$115,369.44 of Title One allocated to Pearman is used to:</p> <p>Homeless Supplies - \$700.00 Homeless Instructional = \$2121.41 Professional Services - \$12250.00 Computer Equipment - \$2500.00 PBIS Incentives - \$1224.84 Prof. Dev.-Contracted - \$19,100.00 Prof.Dev. Travel & per diem - \$4000.00 Prof. Dev. Reg. fees - \$1900.00 Employee Salaries – ½ Librarian & 1 Comp. Lab assistant \$41777.16 Benefits for Employee Salaries - \$16587.17 Parental Involvement - \$1128.31 Library Books - \$1500.00 Parental Involvement Supplies - \$992.13</p> <p>SIG funds will greatly expand these efforts.</p>
Title II	-0-	
Title III (ELL)	-0-	
Title IV (21 st Century)	-0-	
Title VI (Rural Schools)	-0-	
McKinney-Vento	-0-	

Homeless Grant		
State Literacy Target School	-0-	
State Dyslexia Grant	-0-	
State Pre K Collaborative Grant	-0-	
Innovative High Schools	-0-	
State AP Funds	-0-	
Other Special Revenue:	-0-	
Other Special Revenue:	-0-	

B. Human Resource Systems

1. Recruitment and Hiring

a) School Leader

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

(1) Newly Hired Principal Exception **(Not Applicable)**

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

Date when the principal was hired:

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

(2) **TURNAROUND/TRANSFORMATION ONLY:** Rural Flexibility Exception **(Not Applicable)**

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

(3) Replace the Principal

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

(i) Recruitment

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

1. Based on the needs of the students attending Pearman Elementary a compelling mission will be presented.
2. Create an attractive value proposition which includes a supplement of \$1000.00 per year of the SIG, based on student performance plus fringe benefits associated with this bonus.
3. Advertise through university job search banks (April, May 2017)
4. Advertise in local newspapers (April, May 2017)
5. Advertise in state wide newspapers (April, May 2017)
7. Advertise on MS Teacher Center/MDE web site (April, May 2017)
6. Advertise in publications such as Education Week (April, May 2017)
7. Advertise in Regional Education Newsletters (April, May 2017)
8. Post position on District Website (April, May 2017)
9. Send Vacancy Announcement Memos statewide to school districts (April, May 2017)
10. Screen Candidates (May, 2017)

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.

Cleveland School District will be replacing the principal. The process of evaluating applicants for leadership positions in the school district includes:

- Advertising the position of school principal (April, May 2017)
- Selecting candidates for interviews (April, May 2017)

- Researching candidates past performance and track record (April, May 2017)
- Reviewing and Researching all recommendations on the candidate (April, May 2017)
- Conducting the interviews (May 2017)
- Scoring candidates after the interviews (May 2017)
- Comparing applicants to determine selection (May 2017)

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 will use a variety of sources to recruit and hire highly qualified teachers and other instructional staff. Pearman Elementary School is in close proximity to Delta State University which is a great source of teacher education programs, which will be utilized. The school district will send representatives to all major teacher recruitment fairs. The Teacher Center at the Mississippi Department of Education will be contacted when vacant positions are available so the positions can be posted on their website as well as the district's website. Prospective candidates will be interviewed by a team, and decisions will be made based on needs of the school and the qualifications of the candidates.

Recruiting and hiring school personnel who are committed to work to improve student achievement is critical to the transformation of Pearman Elementary School. Some recruitment strategies to assist in this objective are:

1. Creating an attractive proposition based on student growth, on hard-to-staff positions, and differentiated pay scale based on certifications, education levels, and experience.
2. Partner with organizations such as Teach for America (TFA) and the MS Teacher Corp to find quality alternate route candidates for teaching positions.
3. With the assistance of the Lead Partner, the District Transformation Team will develop an employment outreach plan that will include new advertising techniques, web-based recruitment, and job fairs.

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

☐ YES

☒ NO

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

(2) Applicant Evaluation

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

(Not Applicable)

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

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

All prospective candidates will be informed about the Transformation Model to be implemented at Pearman Elementary . They will be aware of the expectations for all staff at the school in order to increase student academic performance . All recruited applicants will be required to submit at least three reference forms/letters . References will also be contacted by phone and asked about the applicant's abilities as it relates to instructing all students and helping students reach their fullest potential. Prospective candidates will go through the district 's interview process and only the individuals with a proven track record of leading school improvement efforts and raising student achievement will be considered. The interviews will be conducted by the principal, internal leader/curriculum coordinator, and an administrator from the district central office.

Cleveland School District has developed a process for evaluating applicants to select effective teachers and other instructional staff with a record of success in raising student achievement and who possess competencies that equip them to succeed in the transformation school environment. This process will ensure that candidates with a track record of success in raising student achievement receive priority in employment with the district.

Our current employment job application for certified instructional staff will be revised to require the candidate disclose their success in improving student achievement within the past 5 years. Additionally, candidates will be asked to further explain their methods, processes, and strategies for achieving measureable gains in student learning during the interview process .

The overall process of evaluating applicants for instructional staff positions includes:

1. Training interview committee on new applicant evaluation model (April 2017)
2. Selecting interview questions (April 2017)
3. Conducting the interviews (May, June 2017)

4. Scripting responses during the interviews (May, June 2017)
5. Rating and scoring candidates after the interviews (May, June 2017)
6. Comparing applicants to determine selection (May, June 2017)

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

This process will differ from current practices in the fact that applicants will not only be considered based on the Mississippi Department of Education's requirements for certification, but also on their abilities, beliefs and desire to meet the needs of all students in the classroom and to ensure their success. Teachers must hold high expectations for all students and exert the required time and effort needed to address the various ability levels within the classroom.

The interview team will examine the teacher's proven effectiveness in raising student learning based on standardized and norm-referenced test data, gathered from objective reports. In addition, consideration will be given to data from other sources such as: universal screener data, discipline records, student attendance data, professional development evidence, principal evaluations, and instructional software reports.

In previous years, the district maintained an employment application that did not request evidence of improving student achievement, but rather focused primarily on previous work experience and certifications. As stated earlier the interview process for Pearman Elementary will be revised to include student achievement data. Additionally, the previous interview process focused on educational philosophy, training and previous teaching experience. Through this new interview protocol, which includes a track record of proven performance in improving student learning, applicants will have opportunities to share past achievements - specifically related to improving student achievement. The purpose of this new interview model is to discover what candidates have done to achieve success at work and what they were thinking during that previous experience to determine how they will seek success on this new job.

If the school has interview protocols or applicant evaluation forms, please attach these in [Appendix H](#).

c) Financial Incentives for Principal and/or Instructional Staff

(1) SIG-Funded

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

School leaders, teachers, and other staff who have increased student achievement based on the state test at the end of the 2017/2018 school year, 2018/2019 school year, 2019/2020 school year, 2020/2021 school year will be identified. A career ladder for professional personnel will be based on student achievement and job performance evaluations. Certified instructional staff will progress from classroom teacher to lead teacher to department head.

If a certified instructional staff member expresses an interest in becoming an administrator and they have progressed from classroom teacher to lead teacher to department head, a recommendation for the MS Alternate Path to Quality School Leadership (MAPQSL) will be made.

* Salary Supplements for hard-to-staff positions such as speech therapists will be given.

- The principal will receive, as a bonus \$1000.00 per year if student achievement and growth is met. This growth and student achievement will be based on the state test at the end of the 2017/2018 school year, 2018/2019 school year, 2019/2020 school year, 2020/2021 school year. He/She will receive \$1,000.00 in the fall of 2018, 2019, 2020, 2021 no later than December of each of those years.
Appropriate payroll deductions (FICA, State retirement, Federal and State taxes) will apply.

(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.

Our teachers have available to them a variety of incentive programs including:

- the Federal Loan Forgiveness Program, which pays up to \$5,000 toward the repayment of student loans for qualifying individuals
- the state-funded, Mississippi Teacher loan Repayment Program, which repays student loans for qualifying individuals who teach in critical shortage areas
- the state-funded, Mississippi Critical Shortage Act, which offers scholarships, loan forgiveness, moving expenses, and administrator sabbaticals for qualifying individuals with conditions related to work in critical shortage areas

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

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

a) Locally Developed Competencies (Not Applicable)

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

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

b) Process for Screening and Re-Hiring **(Not Applicable)**

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

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

3. Employment Policies

a) Placement

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

The district will use a variety of sources to recruit and hire highly qualified teachers. A report by the National Comprehensive Center for Teacher Quality (December 2009) stated that teacher placement and transfer practices that place new or ineffective teachers in at risk schools are detrimental many times leaving high need students with lesser instruction.

With this being evident, Pearman Elementary will develop an equitable and fair practice of assigning teachers. Prospective candidates will be interviewed by a team, and decisions will be made based on needs of the school. Highly effective teachers will be assigned to specific grades, subjects, and/or groups of students based on their grade level, subject area of certification, and teacher preference. Years of experience and area or areas of expertise will be considered. Prior to the assigning of teachers to a particular grade or subject, transcripts will be reviewed and references will be checked to determine what will be the best fit for everyone involved. Successful track records will be reviewed on each applicant so that the best placement possible will be made.

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.

(Not Applicable)

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?

School leaders, teachers, and other staff who have increased student achievement will be identified and rewarded with career ladder opportunities.

A local district supplement will be provided each year. Based on certification the following supplements will apply:

A certification - \$1000.00 per year, AA certification - \$1500.00 per year, AAA certification - \$1750.00 per year, AAAA certification - \$2000.00 per year.

Any financial incentives available through the state for teacher shortage areas will apply. Cleveland School District operates with a teacher and staff salary scale that is based on the salary scale presented by the state.

d) Opportunities for Promotion and Career Growth

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

Question	Formal	Informal
What leadership opportunities are available to teachers?	In addition to classroom teaching responsibilities, a teacher may be asked to mentor at least one beginning teacher to provide on-the-job induction and support. This role should require between 1-2 additional hours per week. A minimum of 3 years classroom teaching experience, with proven	The following list of committees provide informal opportunities for teachers to serve in a leadership capacity through guiding the development of new school policies and procedures: <ul style="list-style-type: none">• Data Team• Literacy Team• Instructional Leadership Team• Evaluation and

	<p>teacher effectiveness is required to serve as a mentor teacher.</p> <p>Teachers will also have the opportunity to serve as Grade-Level Chairperson.</p> <p>Math or Reading Coach- A classroom teacher may be selected to serve in this school-based position designed to support teachers with curriculum, instruction, and assessment planning and development, as well as providing in-classroom modeling, coaching, and school-based in-service. This is a full-time position with no classroom teaching responsibilities.</p> <p>A minimum of 5 years classroom teaching experience, with proven teacher effectiveness and content/curriculum expertise is required to serve as the Instructional Coach.</p> <p>A Master's degree or equivalent is required</p>	Assessment Development Team
What opportunities, particularly decision-making roles, exist for highly effective teachers to help shape the reform effort?	<p>Teachers who serve as Grade-Level Chairperson will lead grade level and department meetings, lead assessment reviews, and serve as a resources to the teachers and the principal. Highly effective teachers will also be asked to serve on school-wide planning committee.</p> <p>Through the support of our</p>	The informal opportunities to shape the direction of the reform efforts will be through conversations with other faculty and staff. Teachers will interact with one another on a daily basis, and most of this interaction will be informal. Highly effective teachers will be encouraged to mentor others through their insights,

	<p>external lead partner, several teacher committees will be established to help shape this reform effort. Highly effective teachers will have a critical role on these committees as they work to guide the direction and support the pace of actions taken by the committees.</p> <p>These committees include a Data Team, Literacy Team, School leadership Team, Assessment Team, as well as grade level teams. Each of these groups will meet regularly to help select from a list of transformation practices that the school will employ. These teams will work to develop an action plan and ensure that the implementation milestones of the SIG program are met. Teachers will have an active voice through ongoing participation, agenda setting, articulation of the beliefs of the school in regards to their team assignment, and shaping the work of the team for the 4 years of the SIG program.</p>	<p>encouragement, and guidance. A highly effective teacher may offer to model a lesson for a new Teach for America candidate who is unsure about the curriculum. These and other types of support will help shape the reform effort by building a school culture of collaboration and support</p>
How would a teacher receive access to these opportunities?	<p>Teachers will have access to growth opportunities based on experience and proven classroom performance.</p> <p>Teachers who wish to serve are encouraged to submit their names to the school administration. The Principal may tap individual faculty who show promise of</p>	<p>Recommendations from the administrative staff</p> <p>Weekly staff bulletins advertising professional development and leadership opportunities.</p>

	leadership potential and urge them to participate.	
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e) **TRANSFORMATION/EARLY LEARNING ONLY: Termination**

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

Employee	Definition of "ineffective"	Process for identifying "ineffective" staff	Definition of "Ample Opportunities"	Termination	
				Dismissal	Non-Renewal
	<i>What is the school's definition of an "ineffective" employee?</i>	<i>What is the school's process for identifying "ineffective" employees?</i>	<i>How does the school define "ample opportunities for employees to improve their professional practice" prior to termination?</i>	<i>What is the school's process for dismissing "ineffective" employees mid-contract?</i>	<i>What is the school's process for non-renewing "ineffective" employees?</i>
Leader	<p>Ineffective leaders do not:</p> <p>Do not show growth in all sub groups.</p> <p>*Demonstrate high expectations for all students.</p> <p>*Cannot demonstrate evidence of ensuring that students are learning at</p>	<p>The Superintendent will use a comprehensive, value-added system for identifying ineffective leaders. This system will include, but is not limited to:</p> <p>* Administrator Professional Growth Rubric, as defined by the MS Department of Education for Principals</p> <p>*Formal evaluations,</p> <p>*Informal observations by district instructional and leadership staff,</p> <p>*school performance reports</p>	<p>Ample opportunities are defined by the district as:</p> <p>weekly leadership coaching sessions, informal observations and feedback from the district leadership a minimum of two times per week.</p>	<p>Leaders whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Leaders who are chronically under-performing will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After six</p>	<p>Leaders whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Leaders who are chronically under-performing will be provided a mentor, written copies of observation reports with suggested areas for improvement and a</p>

	<p>expected rates as a school.</p> <p>*Do not manage resources to promote effective instruction, monitor student progress, or adjust the school's action plan based on students' needs.</p> <p>*Do not collaborate with others or engage in opportunities for professional growth.</p>	<p>from assessments,</p> <p>* feedback from faculty, community and parent engagement activities.</p> <p>Through this wealth of information, the Superintendent will identify who the Ineffective leaders are and begin developing a plan of support and professional growth with the person identified as ineffective.</p> <p>This process is supported by School Board policy as described below:</p> <p>School Board policy CGI entitled Professional Personnel Evaluation lays out the parameters for evaluation of personnel in the district. The policy lays out certain elements of an effective evaluation process. Those are as follows: evaluation shall be a cooperative endeavor between evaluator and evaluatee; Open communication shall be considered essential; the result of evaluation(s) shall be</p>	<p>Opportunities to observe an effective leader, a written growth plan, and professional development assignments targeted toward improved effectiveness.</p>	<p>weeks, if the leader's performance is not improved by the next formal evaluation, he/she will be placed on a plan of improvement. Any leader placed on an improvement plan will receive ample opportunities for improvement.</p> <p>The district administrative team will continue providing consistent, meaningful support aimed at improving effectiveness, as well as observing the school on a regular basis to best support the leader and promote student learning.</p> <p>A leader who receives an unsatisfactory rating for performance, and refuses to participate in the support and growth opportunities for improvement provided,</p>	<p>growth plan. After six weeks, if the leader's performance is not improved by the next formal evaluation, he/she will be placed on a plan of improvement. Any leader placed on an improvement plan will receive ample opportunities for improvement.</p> <p>The district administrative team will continue providing consistent, meaningful support aimed at improving effectiveness, as well as observing the school on a regular basis to best support the leader and promote student learning.</p> <p>A leader who receives an unsatisfactory rating</p>
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		<p>courses of action for the improvement of job performance. These courses of action shall be set in motion by specific recommendations mutually reviewed by the evaluator and the evaluatee and the evaluation(s) shall be based on but not limited to job expectations within the District and personal observation.</p>	<p>will be recommended for termination. Additionally, any employee who does not follow local, state, and federal laws or abide by the Policy Manual shall be recommended for immediate termination.</p> <p>For leaders who may be dismissed mid-contract, the Superintendent will review documentation with the School Board attorney in order for the Superintendent to make a formal recommendation to the School Board.</p> <p>The School Board will vote on any and all recommendations by the Superintendent for termination, and will make the determination of further employment.</p> <p>This termination process is supported by</p>	<p>for performance, after receiving and participating in ample opportunities for improvement, will be recommended for non-renewal.</p> <p>For leaders who may be recommended for non-renewal, the Superintendent will provide documentation to the School Board attorney in order for the Superintendent to make a formal recommendation to the School Board.</p> <p>The School Board will vote on any and all recommendations by the Superintendent for non-renewal, and will make the determination of further employment</p>
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				<p>School Board policy CGM entitled Professional Personnel Separation informs the district personnel that it shall be the policy of the school district to provide the highest possible quality of education for the students enrolled in the schools of this district. In order to achieve this goal, it is 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. Any non-reemployment decision of this school district</p>	
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				shall be rationally related to a legitimate educational interest and not arbitrary and capricious or based upon some constitutionally impermissible reason such as race, sex, religion, handicap or exercise of First Amendment rights.	
Teacher	Ineffective teachers do not demonstrate high expectations for all students and cannot demonstrate evidence of ensuring that students are learning at expected rates. Additionally, ineffective teachers do not use diverse resources to plan effective	The school will use a comprehensive, value-added system for identifying ineffective teachers. This system will include, but is not limited to, principal evaluations, classroom observations by instructional and leadership school and district staff, classroom artifacts (lesson plans, student work, assessments, etc.), student performance reports from assessments, and self-reflections produced by the teacher. Through this wealth of information, the principal will identify who the ineffective teachers are and	Ample opportunities are defined by the district as weekly mentoring sessions, classroom observations and feedback by the principal a minimum of twice per week, classroom observations and feedback by central	Teachers whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Teachers who are chronically under-performing will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After six weeks, if the	Teachers whose performance is not adequate will be given direct instructions on areas that are inadequate and directives on how to improve performance. Teachers who are chronically under-performing will be provided a mentor, written copies of observation reports with suggested areas for improvement, and a growth plan. After six weeks, if the

	<p>instruction based on students' needs. Lastly ineffective teachers do not collaborate with others or engage in opportunities for professional growth.</p>	<p>begin developing a plan of support and professional growth with the teacher identified as ineffective.</p> <p>The process is supported by School Board policy as described below:</p> <p>School Board policy CGI entitled Professional Personnel Evaluation lays out the parameters for evaluation of personnel in the district. The policy lays out certain elements of an effective evaluation process. Those are as follows:</p> <p>School Board policy CGI entitled Professional Personnel Evaluation lays out the parameters for evaluation of personnel in the district. The policy lays out certain elements of an effective evaluation process. Those are as follows: evaluation shall be a cooperative endeavor between evaluator and evaluatee; Open</p>	<p>office staff a minimum of one time per week, opportunities to observe a Master Teacher, a written growth plan, individual coaching sessions and professional development assignments targeted toward improved teacher effectiveness</p>	<p>teacher's performance is not improved by the next formal evaluation, he/she will be placed on a plan of improvement. Any teacher placed on an improvement plan will receive ample opportunities for improvement.</p> <p>The administrative team will continue providing consistent, meaningful support aimed at improving teacher effectiveness, as well as observing the classroom on a regular basis to best support the teacher and protect student learning time.</p> <p>A teacher who receives an unsatisfactory rating for teacher performance, and refuses to participate in the support and growth opportunities for</p>	<p>teacher's performance is not improved by the next formal evaluation, he/she will be placed on a plan of improvement. Any teacher placed on an improvement plan will receive ample opportunities for improvement.</p> <p>The administrative team will continue providing consistent, meaningful support aimed at improving teacher effectiveness, as well as observing the classroom on a regular basis to best support the teacher and protect student learning time. A teacher who receives an unsatisfactory rating for teacher performance, after receiving and participating in ample opportunities for</p>
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		<p>communication shall be considered essential; the result of evaluation(s) shall be courses of action for the improvement of job performance. These courses of action shall be set in motion by specific recommendations mutually reviewed by the evaluator and the evaluatee and the evaluation(s) shall be based on but not limited to job expectations within the District and personal observation.</p>		<p>improvement provided, will be recommended for termination.</p> <p>Additionally, any employee who does not follow local, state, and federal laws or abide by the Policy Manual shall be recommended for immediate termination.</p> <p>For teachers who may be dismissed mid-contract, the administrator will review documentation with the Superintendent and School Board attorney in order for the Superintendent to make a formal recommendation to the School Board.</p>	<p>improvement, will be recommended for non-renewal.</p> <p>For teachers who may be recommended for non-renewal, the administrator will provide documentation to the Superintendent and School Board attorney in order for the Superintendent to make a formal recommendation to the School Board.</p> <p>The School Board will vote on any and all recommendations by the Superintendent for non-renewal, and will make the determination of further employment.</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?

The principal and central office staff will provide consistent, meaningful support geared toward improving teacher effectiveness. Each teacher will be evaluated four to six times a year, during formal and drop-in observations by trained administrators. Prior to a formal evaluation, an administrator will meet with the teacher for a pre-conference to discuss the upcoming evaluation. All evaluations will be followed up with a post-conference between the teacher observed and the administrator. Teachers will be continuously informed of progress or lack of progress being made toward instructional improvement.

A district level support team will be established to include district administrators who are familiar with the rules and regulations which govern staff dismissals. This team will provide guidance and support to the school principal. Additionally, several changes that will be implemented by the school's leader(s) are listed below. The school leader will:

- communicate a vision, including non-negotiable goals and strategies, which may, in turn, lead to voluntary employee exit among staff who are unwilling or unable to meet new goals,
- gather a variety of data about staff members' skills and performance,
- hold frequent and transparent problem-solving sessions with all employees focused on multiple data sources as evidence of employee proficiency or lack thereof, which may lead to voluntary exit of employees who are uncomfortable with increased transparency,
- implement an intense schedule of targeted meeting and evaluations to fill in the gaps and answer questions about employee performance, and
- make formal employment decisions which may lead to involuntary exit of employees who are underperforming.

A vision of improving student learning has been shared with staff. Non-negotiable goals and strategies have not been linked to performance evaluations. Examples may include - all teachers will be expected to monitor hallways during transition time, or every teacher will post daily the lesson's objective in student-friendly terms. Teachers who do not follow these clear directives will be given the opportunity to comply. If they choose not to, their non-compliance will be documented as part of the performance evaluation. This new process will be clearly explained to the staff by the principal, with the support of the district office - including the superintendent. Non-negotiable actions and goals will be set early in the school year, prior to students' arrival. Teachers who traditionally have been unwilling to follow directives may see a clear picture of how the school will operate and may choose to resign if they feel they cannot comply with the new directives

Data will be used as part of the performance evaluation system, which may lead to more expedited dismissals of underperforming teachers. Data will be collected more frequently and will include items such as:

- Student Performance
- classroom assignments,
- common assessments, and
- computer-based software reports
- Teacher Performance
- school attendance,
- tardiness,
- attendance at meetings/grade level planning sessions
- Teacher Responses to Administrative Requests
- lesson plan submission
- inclusion of non-negotiables in the classroom
- presence and working at duty posts
- timely submission of reports/feedback on student performance

The school principal will hold frequent and transparent meetings that require the faculty and staff to share data and problem solve. During these meetings, issues will be openly discussed surrounding student performance and achievement. Teachers will be asked to provide strategies to solve these issues. Student work will be examined to determine if the assignment was clear, appropriate, rigorous, and matched to curriculum goals. Many times, underperforming teachers are willing to remain isolated from the scrutiny - and help that can be offered - of their peers. Through these meetings, issues surrounding teacher performance will be clearly seen by others. Again, this may be uncomfortable for those professionals who are not willing to accept support in order to improve performance. This may lead to voluntary resignations by some staff.

At each point throughout the school year, staff who are marginal or underperforming will be provided ample opportunities for improvement and will be placed on an improvement plan. Improvement plans will be developed collectively by the marginal staff member, principal, and other district office administrator, if requested. Improvement plans will include clear performance measures, benchmarks for improvement, timeframes, and methods of evaluation. The improvement plan will be implemented immediately and will remain in place until the marginal staff member has demonstrated proficiency or is removed. Evaluating the outcomes of the improvement plan will be critical to the process of improvement. In order to evaluate the outcomes of improvement, the principal will conduct at minimum 6 formal classroom teaching evaluations and 6 informal evaluations of teacher effectiveness and participation in school actions.

Additionally, the principal will use targeted meetings and classroom evaluations to fill in the gaps for underperforming staff. The burden of proof will be placed on the teacher or staff member to demonstrate their proficiency in identified areas. Once an area of weakness is identified and the teacher has received training and support, the teacher will then need to demonstrate during evaluations that he/she has improved in this area.

For those individuals who do not demonstrate proficiency, the principal will make a recommendation to the district support team. This team will be knowledgeable about the dismissal process, the responsibilities of the district to provide adequate support and guidance to underperforming staff and the legalities of non-renewal and termination. The team will provide the school principal with support and guidance, and will make a recommendation to the superintendent regarding employment decisions.

As has been the previous practice, the superintendent makes recommendations on employment to the School Board. The School Board will take action on any and all employment decisions.

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 **(Not Applicable)**

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 Funds	<ul style="list-style-type: none"> • Serve as the chief executive on all school improvement efforts for district-wide implementation • Regularly monitor school improvement activities to ensure action plans are followed and timelines are met • Direct lead partner in action steps to assist with school improvement efforts • Manage the time and district resources for school improvement activities. • Communicate progress and needs to the School Board • Monitor and adjust district policies and procedures that impact improvement initiatives. • Lead change efforts in a positive, visible manner. • Evaluate school administrator performance to include student growth and school improvement measures. • Analyze student achievement and assessment data throughout the school year. • Recruit, attract, and retain high quality teachers and school leaders who can help improvement efforts. • Provide rewards for teachers who 	School Board

		<p>have achieved success and improved student performance.</p> <ul style="list-style-type: none"> • Provide on-going technical assistance and support to Pearman Elementary School. <p>Assist with program evaluation</p>	
Assistant Superintendent over curriculum	District Funds	<ul style="list-style-type: none"> • Oversee the process of pacing guide revision and curriculum mapping to support instruction • Assist in selection of instructional materials and supplies to support teachers • Provide support in selecting and implementing various assessments to track student progress and gaps in achievement • Support the principal in areas of classroom observation, teacher mentoring, and selection as requested • Provide on-going technical assistance and support to Pearman Elementary School <p>Serve on District Transformation Team</p> <ul style="list-style-type: none"> • Serve as mentor for the principal and for the school leadership team. • Serves as the District Transformation Officer. 	Superintendent
Financial Officer	District Funds	<ul style="list-style-type: none"> • Support the principals and other administrators in the effective, efficient use of financial resources to promote high student achievement 	Superintendent

		<ul style="list-style-type: none"> • Support and Collaborate with the School Resource Officer in management of SIG Funds • Provide on-going technical assistance and support to Pearman Elementary School <p>Serve on District Transformation Team</p>	
District Transformation Team Members (This team is comprised of Superintendent, Assistant Superintendent, Building Principal, , Internal Transformation Specialist Lead Partner (SIG Officer) PTSA President, one school board member.)	Non-Funded	<ul style="list-style-type: none"> • Work with colleagues and other stakeholders to improve the school district • Review Data • Make recommendations based on data-on school improvement strategies • Follow the agreed upon processes for their school improvement team • Commit to the timelines outlined by the team and the process requirements. • Provide on-going technical assistance and support to Pearman Elementary School 	Superintendent Principal
Technology Coordinator	District Funds	<ul style="list-style-type: none"> • Ensure new technology hardware and software is installed in the school to support teaching and learning • Provide training and hands-on support for teachers in integrating technology into classroom instruction • Order replacement parts and oversee the repair and maintenance of equipment • Provide on-going technical assistance and support to Pearman Elementary School 	Superintendent Assistant Superintendent

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 district leadership will ensure that the school administration is given the autonomy and authority to make key staffing decisions that relate to the implementation of Pearman's improvement grant proposal. Staffing decisions regarding hiring, placement, termination and other major issues will be left to the discretion of the school leader. The principal and the school's leadership team will be able to interview applicants at the school level, make hiring decisions, and place teachers based on the needs of the school. Termination decisions will also be initiated from the principal and will be supported by the district team.	Increased autonomy at the school level will be critical for school transformation. However, this decision-making will be dependent upon the school meeting implementation milestones and achievement benchmarks. These accountability measures will include increased student achievement, teacher and student attendance, improved classroom management as measured by teacher evaluations and decreased student discipline referrals. The district leadership team will review teacher performance evaluations and compare increased student performance measures to determine if the school staffing decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team.
School time, such as school calendar, schedules for the school	School time, such as the school calendar, schedules for the school day, and use of	Increased autonomy at the school level will be critical for school transformation.

day, etc.	instructional minutes will be adjusted and managed based on the directives of the school principal. The principal and the school's leadership team will have the discretion to change the time spent on instructional priorities based on the needs of the school and on all data.	However, this decision-making will be dependent upon the school meeting implementation milestones and achievement benchmarks. These accountability measures regarding the authority over school time will include increased student achievement, lower referrals to special education, and improved student academic growth. The district leadership team will review these factors and compare increased student performance measures to determine if these decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team and by all available data.
School procedures, such as course offerings, curriculum materials, discipline, etc.	The principal and school leadership team will make decisions regarding the school's procedures including grade level curriculum offerings, curriculum materials, discipline process, and other procedural changes. As issues arise, the school will have the ability to and authority to make the modifications needed to ensure the proper implementation of the SIG program and meet the needs of the school. All requirements and state	Increased autonomy at the school level will be critical for school transformation. However, this decision-making will be dependent upon the school meeting implementation milestones and achievement benchmarks. These accountability measures regarding the authority over school procedures will include increased student achievement, lowered discipline referrals, and qualitative data from interviews with teachers and consultants regarding curriculum materials. The district leadership team will

	<p>guidelines as set by the MS Department of Education will have to be adhered to.</p>	<p>review these factors and compare increased student performance measures to determine if these decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team and all available data.</p>
Budgeting	<p>The SIG budget will be overseen and managed by the Assistant Superintendent and the Transformation specialist Internal Lead Partner (SIG Officer). The school's budget will be managed by the principal to ensure that resources are allocated based on the needs of the school. The principal will have the flexibility, within the SIG guidelines, to expend funds in a manner that is best for the school. In addition to the SIG funds, the principal will also have budgetary authority over additional federal and local funds which are allocated for the school's use.</p>	<p>Increased autonomy at the school level will be critical for school transformation. However, this decision-making will be dependent upon the school meeting implementation milestones and achievement benchmarks. These accountability measures regarding the authority over the school's budget will include increased student achievement and academic growth, lower percentage of carryover in the budget, and satisfaction surveys of teachers and staff. The district leadership team will review these factors and compare increased student performance measures to determine if these decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team and all available data.</p>
Other important operations	<p>In order to ensure that the school is best managed and</p>	<p>Increased autonomy at the school level will be critical for</p>

	<p>ready for lasting transformation, the school principal will be given decision-making authority over all aspects of the school's operations. While the principal traditionally does not direct all actions encompassed at the school, increased importance and flexibility will be given to the school's requests. This includes issues such as maintenance, building and ground, facilities, janitorial services, transportation, and child nutrition. The superintendent will make a clear mandate to all directors and district staff that the SIG school will be given priority in meeting their needs.</p>	<p>school transformation. However, this decision-making will be dependent upon the school meeting implementation milestones and achievement benchmarks. These accountability measures regarding the increased authority for the school principal will include improved school climate, cleaner facilities , and improved response time for requests for maintenance, transportation and nutrition services. The district leadership team will review these factors to determine if these decisions have made a positive impact in the school's reform efforts. The autonomy decisions will be dependent upon meeting these accountability measures as determined by the district leadership team and all available data.</p>
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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.

An External Provider will not oversee the school's daily operations or oversee the daily management and operations. That will be part of the autonomy provided to the new transformation principal.

An External Lead Partner Provider will be contracted with to provide specific services and on-going technical assistance and support to Pearman.

b) Contract for Specific Services

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

We will secure an external lead partner with a track record of leading change, in improving student learning and teacher effectiveness, and supporting school reform. We want to contract with an organization that has an experienced team of knowledgeable educators who are committed to improving student learning. We will contract with a lead partner who can implement our vision of the School Improvement Model which will focus on data, assessment, instructional effectiveness and literacy. We also need a partner who can provide the job-embedded coaching and onsite classroom modeling that our teachers and administrators need.

We will only contract with an external provider that will lead and guide Pearman administrators, faculty and staff in the use of data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards. The external provider selected must promote the continuous use of student data (such as from formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students. They must provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies.

The School Improvement Model solution must be centered around the most recent research on teaching, assessment, and learning and offers a pragmatic delivery approach.

As part of the evaluation model for the External Lead Partner, PD Analytics web based program will be used. PD Analytics is an online solution that empowers schools/districts to tie professional development spending to measures of teacher improvement and student outcomes (This will be funded with SIG).

The following outline is adapted from Learning Points Associates research, A Guide to Working with External Partners, published in September 2010. It provides a basis for action that we will follow closely as our plans to select a lead partner, co-develop a contract and Implementation plan, and oversee and monitor the lead partner's work.

Action Steps

Timeline

Creating a Framework for the Selection Process

May, June 2017

Step 1: Putting Together a Selection Team

May, June 2017

- Decide who should be on the selection team.
- Decide what role various team members will have on the selection team.
- Decide what input other key stakeholders who are not on the selection team will have.

<ul style="list-style-type: none"> • Determine the logistics of selection team meetings. 	
Step 2: Implementing Request for Proposal (RFP) <ul style="list-style-type: none"> • Identify the most pressing needs. • Identify budget, timeline, and logistical concerns. • Identify the expected outcomes as a result of hiring an external provider. • Identify the services the external provider needs to deliver. • Identify selection criteria. • Customize the RFP provided by MOE by outlining the school's needs, the outcomes and services expected, and the selection criteria. 	May, June 2017
Step 3: Recruiting Potential Providers <ul style="list-style-type: none"> • Issue an RFP. Publish on district and MDE/ARRA webpage. • Consult with schools or districts similar to ours . • Consider various types of providers. • Contact professional organizations. • Examine the provider's track record of success 	May, June 2017
Screening a Lead partner External Provider	June 2017
Step 4: Conducting Initial Conversations <ul style="list-style-type: none"> • Discuss selection criteria with the potential provider. • Discuss the cost of services with the potential provider. • Discuss the expected outcomes and timetable with the potential provider. • Discuss the provider's evaluation strategy 	June, 2017
Evaluating a Lead Partner External Provider	July 2017
Step 5: Scoring Proposals <ul style="list-style-type: none"> • Establish a meeting date, time and place for reviewing proposals from potential lead partners/external providers submitted in response to the RFP. • Examine carefully each proposal with the select ion team. • Complete an evaluation matrix on each provider to evaluate the proposals received. 	July 2017
Step 6: Checking References <ul style="list-style-type: none"> • Ask the provider for references. • Contact schools or districts similar to ours that have worked with this provider . 	July 2017
Selecting a Lead Partner External Provider	July 2017
Step 7: Reaching an Agreement on a Provider <ul style="list-style-type: none"> • Conduct due diligence on each potential provider. • Ask key stakeholder s to review or formally approve your 	July 2017

<p>choice.</p> <ul style="list-style-type: none"> • Build support for the choice among the wider school community. 	
<p>Step 8: Negotiating a Contract</p> <p>Clarifying the scope of services and materials supplied by the provider</p> <ul style="list-style-type: none"> • Communicate the school or district's needs to the provider. • Identify gaps between what the school or district requires and what the provider's standard package or proposal can provide. • Discuss cost and payment arrangements. • Discuss school-level policies that are required for effective implementation. • Discuss district-level policies that are required for effective implementation. • Agree upon a contract length acceptable to both parties. • Agree on formative and summative outcomes measures. • Agree on a timetable for measuring outcomes. • Work with the school or district attorney to draw up the best possible contract. 	July 2017
Monitoring and Working in Partnership	July, August 2017
<p>Step 9: Creating the School Implementation Plan</p> <ul style="list-style-type: none"> • Work with the provider to develop a flexible implementation plan. • Maintain open communication 	July, August 2017
<p>Step 10: Addressing Common Issues that Arise During Implementation</p> <ul style="list-style-type: none"> • Gain support from school staff. • Customize services to local context. • Schedule professional development. • Find time to learn and reflect on new practices. • Address the problem of conflicting efforts and shifting priorities . • Align services with district and state standards and assessments • Address turnover of leadership and staff. • Train new teachers. 	August, September 2017
<p>Step 11: Establishing an Evaluation Plan</p> <ul style="list-style-type: none"> • Align the evaluation plan with wider accountability systems. • Set up mechanisms for collecting ongoing and final evaluation data. • Collect information on the implementation process. 	August, September 2017

- Collect information on how well the partnership is meeting outcomes.
- Review evaluation data and make corrections to the partnership as necessary.

One of the pieces we feel is critical to the overall success of Pearman's SIG Program will be in proper monitoring and evaluation of our external lead partner. To assist in the effort, we have developed the following process.

1. At the close of each week, the Internal School Improvement SIG Officer will meet with the lead representative/project manager from our external lead partner to discuss the previous week's events, any issues or concerns that arose, and review any upcoming scheduling obstacles, teacher meetings/planned absences, or school events that would warrant a change in either schedule or delivery of services.
2. On a monthly basis, the building principal, the Internal School Improvement SIG Officer and the Superintendent or designee will meet with the external lead partner to review performance measures; any needed adjustments to the implementation plan, share issues or concerns and develop solution strategies.
3. At the end of each semester, the School Transformation Team will formally evaluate our external lead partner. We will utilize an evaluation tool, from Learning Point Associates, that allows our School Transformation Team to evaluate our external lead provider's services in seven areas: (a) outcomes, (b) staff, (c) materials, (d) professional development (ongoing), (e) professional development (training sessions), (f) networking opportunities, and other. Each member of our School Transformation Team will complete the scoring sheet, which includes listing a rating for each category and scripting comments or suggestions related to the rating. The principal and Internal School Improvement SIG Officer will meet with the external lead representative/project manager to discuss the results and plan adjustments.

The primary goal for this evaluation system will be to foster an environment of continuous improvement. The data made available through evaluation will be used by the school, district, and external provider to review and renew-on an ongoing basis-the approaches used to improve student learning. The primary question of the evaluation will be the following: *Is adopting this provider's services helping the school make progress toward its goals, especially regarding student-learning outcomes?*

We understand that progress toward academic goals will likely be a long-term process. In the meantime, you need to find intermediate measures of progress.

We will focus on the SIG Leading and Achievement Indicators as two important categories of progress. The evaluation of our external lead partner's services will be ongoing, not simply a once-a-year assessment of certain quantifiable outcomes. We believe that ongoing evaluation, as well as ongoing communication regarding this evaluation is vital to ensuring that implementation and outcomes are kept on track. This ongoing approach

will prevent our school, district, or external lead partner from potentially being surprised by a final evaluation that denotes unmet goals or unsatisfactory services. Our school and external lead partner will work together to design strategies for ongoing feedback.

Potential strategies might include the following:

1. immediate evaluations of particular training sessions or on-site consulting visits
2. regular debriefings between school leaders and provider staff,
3. time in regular staff meetings to discuss the staff's impressions of the provider's services,
4. structured reviews of school progress toward SIG goals.

c) Scope of Work

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

The External Lead Partner shall have a proven track record in improving student performance that is quantifiable. The External Lead Partner must be a provider of professional learning services that uniquely combines deep instructional job-embedded expertise, innovative technology tools, data driven decision making, and targeted digital content library that ensures sustained professional growth and improved student learning. Their primary focus must be improving instructional practice in the classroom. The External Lead Partner must, at a minimum, provide the following ongoing job-embedded high quality professional development:

- Experienced – Consultants with at least 10 years of classroom teaching experience and proven success as instructional leaders in the content area in which they consult.

They will provide the following in Literacy across content areas and Mathematics:

Year 1 - 40 days of instructional/teacher coaching

Year 2 – 20 days of instructional/teacher coaching

Year 3 - 20 days of instructional/teacher coaching

Year 4 - 4 days of instructional/teacher coaching (Sustaining Year)

Coaching will include a focus on planning, assessment, instructional effectiveness, data driven decision making, and technology integration.

- **A lead representative/project manager from the external provider** who will serve also as a data coach with the following responsibilities (10 days each year for years 1 and 2, 5 days for year 3 and 0 days for year 4.

○ Data Coach role and facilitator

○ Increased learning time advisory

○ Parental and community involvement advisory

○ District support team and the SIG School Improvement Officer liaison

○ Incentive and performance advisory

○ Effective hiring, interviewing, appraisal/evaluation advisory

○ Overall quality control of external provider services

- A three day kick-off retreat (Day 1 and 2 with teachers and school and district leadership; Day 3 with school and district leadership only)
- Experienced and proven instructional/transformational leadership consultant to provide 20 days of instructional leadership coaching to support principal and school leaders in school-wide improvement during Year 1; 20 days in Year 2; 10 days in Year 3 and none in year 4.

The External Lead Partner will provide guidance and direction in the implementation of the SIG Transformation Model to include advisement and support in the following areas:

- Assisting with systems for effective hiring, interviewing, and performance appraisal/evaluation
- Scheduling increased learning time to enhance proficiency level instruction for students
- Developing an intensive research based professional development plan for school improvement
- Developing a comprehensive community and parental engagement plan
- Supporting the development of performance incentives for parents, students, teachers, and staff

Evidence-based – Professional development must be based on instructional and school-wide approaches that are empirically proven to improve student outcomes. It must be collaborative – **Must use data** from formal accountability systems and from innovative planning, informal observation, reporting and content tools. Consultants must work with teachers and leaders to guide professional conversations about individual needs and support wider professional development planning. The professional development must be customized – Must have differentiated professional development which builds on teachers' and leaders' expertise, previous experiences, and learning styles.

3. School Climate

a) Needs

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

A needs assessment was conducted in March 2017, through parent, teacher, and student surveys. Two face-to-face meetings were conducted with parent groups as well. It was determined that the school climate at Pearman Elementary School is in need of improvement.

In March, 2017, surveys were conducted with 111 students. The results are provided below and demonstrate areas that need attention and affect school climate:

- 87% of students agree that their school work is challenging and requires best effort
- 95% of students agree homework that is expected helps improve learning
- 85% of students agree additional resources beyond the textbooks are used to help with school work.
- 82% agree that in addition to written tests, students are provided with a variety of ways to demonstrate their learning

- 86% of students agree that the grading and evaluation of class work is fair.
- 88% of students agree that teachers are concerned that students learn the subjects they teach.
- 83% of students agree that teachers are willing to give students individual help outside of class time.
- 94% of students are satisfied with the availability of technology at the school.
- 83% of students agree that technology is incorporated into instruction in many classes
- 88% of students agree that teachers give personal encouragement in school work.
- 83% of students agree that a counselor is available if needed.
- 71% of students agree that the principal is available to them if they have a problem.
- 87% of the students agree that the people in the principal's office are about students as individuals.
- 87% of students agree that school spirit is very high at Pearman

This serves as valuable information, **from our students' perspectives**, about the school's climate, culture and expectations for learning.

The results from the student survey indicate that a vast majority of students really do not understand that their achievement level is below what is expected by district and state standards. They appear to be happy with all results mainly because few of the students are failing the current teacher made assessments. Teacher made assessment results do not align with the results of NWEA MAP or state testing.

This indicates a strong need for professional development for the teachers that will help them align rigor in the classroom and classroom assessments and expectations with state expectations and standards.

b) Addressing School Climate Needs through SIG

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

The collaboration of all stakeholders is essential in order to establish and maintain a positive school climate and learning environment. Through the SIG grant, our Superintendent will take the opportunity to remove staff members who are not actively engaging students.

Teacher turnover has been a real problem at Pearman over the last three years. Teacher morale is so low at Pearman that the good teachers are transferring out as soon as there is an opening somewhere else. In order to develop and maintain a positive school climate and learning environment where teachers have high expectations for all students a strong support team must be developed. The newly hired transformational principal must develop a strong leadership team within the building.

Consistency in school staffing will address much of the school climate issues, if the newly hired individuals are given clear expectations and proper support. In order to address staff morale issues, we believe that the opportunities to work in teams, increase teacher input in decision-

making, and providing teacher incentives to performance will help us improve staff morale.

Our district believes that to increase student achievement, rules and regulations must be established so that everyone has an opportunity to learn and that the behavior of one student or group of students does not adversely affect the school environment. Our district discipline plan is written in accordance with the Positive Behavior Supports Plan. As part of our School Improvement Model, we have implemented positive behavior supports to promote character development, positive behavior traits, and assist students who need guidance with appropriate behavior. More work must be done to refine the implementation process and yield better results in student behavior.

We will take the following steps to address issues surrounding school climate:

- significantly reduce discipline referrals by implementing Active Student Engagement
- reduce truancy by communicating to parents that the school day is protected instructional time; Early check outs will be discouraged except in extreme circumstances.
- utilize effective consistent universal classroom management practices for all students and then determine which students need additional support and more individualized interventions;
- improve teacher morale by providing opportunities for celebration and association—face-to-face connection among members of the school community; teacher morale will also be improved by providing opportunities to work in teams, increase teacher input in decision-making, and providing teacher incentives based on performance.

In our effort to develop the capacity to create a sustained change in our school culture, we will also

- ensure that the relationships between and among students and adults in the school are grounded in respect and trust by providing high expectations, fair and consistent discipline, and by modeling and teaching good social, emotional, and academic skills;
- develop and honor existing traditions among the faculty and staff such as holiday gatherings, create a staff of the month reward system;
- recognize and reward students for positive behavior, examples of quality character and ethics, and student academic growth and achievement.
- recognize and reward teachers for improving student learning and achievement outcomes.

D. Support for Teaching and Learning

1. Professional Development

a) Create Professional Development

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

Research clearly shows the importance of professional development in sustaining high quality teachers and improving student performance. Leaning Forward (formerly The National Staff

Development Council) has described the most effective in-service development activities as site-based, rigorous, sustained, and designed and directed by teachers. All professional development designed in this proposal meets the Learning Forward standards. The professional development plan we have developed was crafted out of the needs of our teachers and school leaders. With this in mind, we will seek an external lead partner and support service provider (SIG Program) to offer onsite professional development focused on the Learning Forward standards through leadership training, and teacher/data coaching in the areas of:

- o Instructional and transformational leadership
- o Data
- o Developing effective and authentic assessments to measure the standards, objectives, and goals
- o Instructional effectiveness
- o Literacy
- o Mathematics

The following areas of consultancy provided by the external lead partner will strengthen our focus on the aforementioned standards.

- o Instructional and Transformational Leadership consulting (20 days year 1, 20 days year 2 and 10 days year 3, 0 for the Sustainable year 4).
- o Literacy consulting in ELA and across content areas (40 days year 1, 20 days year 2 and 20 days year 3, 4 days in the Sustainable year 4).
- o Mathematics consulting(40 days year 1, 20 days year 2 and 20 days year 3, 4 days the Sustainable year 4).
- o Data Coach through an external provider (10 days year 1, 10 days year 2, 5 days year 3 and 0 days the Sustainable year 4)
- o Developing effective and authentic assessments to measure the standards, objectives, and goals

These five lead partner consulting service areas will embed the Learning Forward standards in their on-site support. For example learning teams will be a primary conduit for professional development and are important for creating coherence among all staff regarding effective instruction and leadership.

* The External Lead Partner, New Principal, and Internal Lead Partner (SIG Officer) will work together to design the professional development calendar for 2017/2018, 2018/2019, 2019/2020 and 2020/2021 in September, 2017. This professional development calendar will be revised as needed each year based on the school needs assessment.

We know that job-embedded consulting is the most effective professional learning method (Joyce, J., 1982). This approach allows deeper insight into teacher and administrator performance as well as greater understanding of student, teacher and principal learning needs. It also gives theory and practice real-world relevance. In-class consulting sets the tone for productive teamwork. Our goal through this initiative is to empower teachers and school leaders. By creating an inherently collaborative environment, our external lead partners will

become true team members. We will select an external provider whose goal and track record is building capacity through gradual release of responsibility thus increasing our own internal capacity to sustain improvement. (Csikszentmihalyi, 1997) (Fisher, 2008) (Vygotsky L. , 1978). We understand that improving a culture, increasing expectations, and shifting mindsets (Hattie, 2009) takes time, so the district is committed to the time and effort it will take to turnaround Pearman Elementary School.

Additionally, teachers will receive training on how to best utilize and implement the intervention programs that are purchased to support this plan.

Instructional and Transformational Leadership:

The external lead partner will provide instructional and transformational leadership consulting working with school leaders to ensure that they are prepared to create the organizational structures and processes that support strong instruction including, facilitating curricular and departmental meetings, effectively utilize observations to provide support and actionable feedback, build a collaborative culture, and implement “assess to know” strategies that can be used to guide differentiated instructional practices as well as differentiated supervision and support for teachers. The external lead partner will provide a system to electronically capture teacher practice data from classroom observations and capture action/professional development plans for documenting and meeting personal and school improvement goals. The external lead partner will work to build capacity through the formation of site-based “Leadership Teams” that will conduct regular planning meetings to continually monitor the alignment between curriculum, instruction, and assessment and build plans of support for teachers (based on data captured in electronic classroom observation tools as compared to student achievement data) in meeting their personal growth plans.

School and district leaders set the tone of the educational environment. Without the support of a competent leader, improving student achievement is extraordinarily difficult – if not impossible. The external lead partner will work with the principal and leadership team to build capacity in implementing essential practices of effective schools. The partner will support the leadership team in fostering a culture of learning and help the principal become a better team leader who can strike the right balance of encouragement and authority (Lambert, 2003) (Marzano R. W., 2005).

In addition, school leaders and consultants will work with teachers to improve practice for state and district teacher effectiveness requirements, and the principal can improve his/her practices to meet the leadership requirements for leader effectiveness.

The external partner will work with the principal and leadership team a minimum of two days per week to build a framework and process for continual improvement while building a common language and expectation for practice through these activities:

- o Review and assess quality of the use of time (master schedules, classroom schedules, instructional calendars, etc.), resources (curriculum, pacing guides, classroom resources,

intervention resources, etc.), and personnel (teacher placement, qualifications, support personnel, etc.) and make adjustments as necessary to ensure optimal learning opportunities for all students

- o Assess the alignment among curriculum, instruction, and assessment to ensure standards-based rigor and make necessary adjustments through a comprehensive planning process with teachers both one-on-one and in learning communities
- o Implement professional learning communities in grade level and across grade and content areas as a conduit for professional development, the creation of common language and expectations for high quality instruction, and the use of data to impact differentiated instruction for all students
- o Implement effective response to intervention processes and procedures to meet the needs of identified students
- o Improve effective tier I instruction through effective instructional leadership strategies including:
 - o Collaborative classroom observations/rounds to build instructional leadership skills and knowledge and to gather data regarding the quality of instruction in order to build a comprehensive plan to support and improve teacher capacity
 - o Effective follow up conversations (feedback) with teachers that guide teacher to become more reflective about their own practice resulting in setting attainable personal improvement goals with clear support from the leadership team; This also builds the skill of school leaders in becoming more reflective of their own leadership practices
 - o Regular data meetings and conversations around teacher practice and student work considering modifications in instruction necessary to boost student achievement
 - o Creation and monitoring of professional development plans for teachers and administrators continually updating goals, targets, and actions to support teachers for improvement
 - o Use of electronic data gathering and support tools to identify current levels of practice, set goals and actions for individual and collective improvement, monitor progress, and provide a library of resources modeling effective practices
 - o Regular leadership team meetings to analyze and use data to correlate student achievement with teacher practice and implement strategies to support improvement in teacher practice in order to improve student outcomes
 - o Support teachers in the instructional shifts necessary for student proficiency in the MSCCR standards.

The external lead partner will provide a Data Coach-

An experienced data coach consultant will provide training, coaching, and consultation needed to bring actionable data into classrooms to maximize student growth. The Data Coach will partner with teachers and administrators to develop customized data and differentiated plans

designed to maximize academic growth gains for all students. Data and differentiated plans are used as a guide for the Data Coach to work with teachers and administrators to increase understanding and levels of implementation for universal screening, progress monitoring,

Response to Intervention (RtI), research-based interventions, goal setting for individual students and classrooms, and data room construction. This professional development will focus on data analysis and interpretation, growth targets and goal setting, targeting lagging sub-skills, and improving teacher effectiveness.

The Data Coach will work with school personnel to change the school's culture through Seven Transformational Practices:

7 Transformational Practices for Using Data

- o Develop a plan of action for using data effectively and lead collaborative team meetings to analyze data, review student work, reflect on instruction, and make necessary adjustments to planning, instruction, and assessment
- o Establish growth targets for individual students and classrooms as well as for teachers and leaders through creating individual and school professional development plans
- o Integrate data systems and instructional technology and navigate tools efficiently
- o Build data rooms for analysis and consideration of next steps based on changes in student achievement, teacher practice, and leadership practice
- o Improve differentiated and performance level instruction
- o Monitor student performance as compared to teacher performance and leadership performance and support transparency (including the establishment of data rooms)
- o Communicate performance and achievement data to students, parents, teachers and administrators

The external lead partner will work with teachers in teams to change the school's culture through Transformational Practices for assessment, instructional effectiveness, and literacy.

7 Transformational Practices for Assessment

- o Implement a plan of action to ensure the alignment among curriculum, instruction, and assessment and to ensure standards-based alignment as well
- o Analyze and interpret all assessment data with integrity and build the capacity of teachers and leadership to do so as well
- o Align teacher assessments for students to the Mississippi Curriculum Frameworks
- o Work with teacher and leadership teams to monitor teacher formative assessment levels at regular intervals, hold conversations to analyze data and student work, and model decision-making from data to improve instruction and leadership
- o Use assessment data to determine student performance levels
- o Build capacity of teachers and leaders, through modeling and coaching, to use assessment to drive instruction and determine individual learning paths for students
- o Build a data room and model the use of multiple data points to determine instructional plans for individual students for teachers and leaders

7 Transformational Practices for Instructional Effectiveness

- o Develop and implement a plan of action to ensure student engagement through data driven decision making
- o Provide job-embedded coaching and in-classroom modeling for all teachers
- o Embrace formative assessment to provide corrective feedback
- o Implement research-based learning strategies to increase student growth rates
- o Correlate student achievement to teacher evaluations
- o Effectively implement the three tier instructional model
- o Develop and implement a plan to address special populations

7 Transformational Practices for literacy

- o Engage students in the reading process using research-based teaching strategies across the curriculum based on the research of adolescent readers and the MS College and Career Readiness Standards for ELA (including the work of Gina Biancarosa and Dr. Catherine Snow in *Reading Next: A Vision for Action and Research in School Literacy*)
- o Implement a plan of action for improving vocabulary, fluency, and comprehension of complex text across the curriculum
- o Establish reading goals for individual students, classrooms, and school
- o Monitor and assess to determine current levels of reader ability
- o Use instructional technology to differentiate for reading and performance levels
- o Provide guided reading and effective literacy practice across the curriculum
- o Use Lexile data to build classroom libraries for targeted text and use data from a reading comprehension assessment to analyze students' current level of comprehension, plan instruction, and monitor progress

The external partner will provide a literacy consultant –

The literacy consultant will have proven experience in the particular needs of elementary students in the area of literacy and will be responsible for building skill, knowledge, and capacity of ELA teachers and content area teachers with regard to effective literacy instruction for elementary learners in both ELA and in content areas. The literacy consultant will support teachers and leaders in:

- o Understanding effective literacy instruction
- o Implementing standards-based planning, instruction, and assessment
- o Creating units of study for use in the ELA time block.
- o Understanding and teaching toward individual students' specific needs
- o Modeling instructional strategies engaging students in challenging learning experiences that mirror the rigor of standards
- o Administering and interpreting a tiered assessment strategy including the administration of a close reading comprehension assessment and running records on below grade level readers
- o Implementing and monitoring student progress on research-based intervention strategies and adjusting student pathways based on progress monitoring data and student work

o Explicit teaching of comprehension strategies that assist students in understanding increasingly complex text in both ELA and in content areas including, but not limited to, the use of:

- o Small groups for reading
- o Reciprocal reading/teaching
- o Think-alouds
- o Text-based questioning
- o Assisting teachers with individual assessment of their personal progress and setting goals for their personal continual improvement

The external partner will provide a mathematics consultant –

- o The external math consultant will have proven experience and expertise in the knowledge and skills necessary for proficiency in the MS College and Career Ready Standards for Mathematics and will have a track record of results in supporting teachers to improve their knowledge and pedagogy necessary to help students succeed with rigorous mathematics standards. The consultant will support teachers and leaders in:
 - o Understanding effective mathematics instruction, high yield teaching strategies, the eight mathematical practices, and the shifts in instruction necessary for success with rigorous standards
 - o Implementing standards-based planning, instruction, and assessment from a backwards planning approach
 - o Creating units of study and performance tasks for use in the mathematics time block.
 - o Understand the progression of the standards across grade levels and understanding the necessary balance between mathematical concepts and mathematical skills
 - o Understanding and teaching toward individual students' specific needs and scaffolding mathematical content and concepts in order to help students progress through the stages of mathematical understanding
 - o Modeling instructional strategies engaging students in challenging learning experiences that mirror the rigor of standards and incorporate problem solving in realistic situations and differentiating instruction for diverse learners
 - o Modeling the application of small group learning in mathematics with careful attention to the strategic and flexible group configurations
 - o Systematically gathering, analyzing, and monitoring student progress over time and designing research-based intervention strategies and adjusting student pathways based on progress monitoring data and student work
 - o Understanding the role of literacy in understanding, comprehending, and applying mathematical concepts and content
 - o Assisting teachers with individual assessment of their personal progress and setting goals for their personal continual improvement
 - o Walkthroughs or rounds: Changing practice in mathematics instruction

The Instructional Teacher Coaches/Consultants in reading/literacy, mathematics will use the

following framework to provide professional development in each subject area:

- o Consultant will train on new instructional strategies (1/2 day to 1 entire day of professional development)
- o Consultant will model the new instructional strategy in the classroom while teachers observe.
- o Consultant will co-teach with the teacher using the new strategy.
- o Consultant will support the teacher through lesson planning and resource development as the teacher plans to implement the new strategy.
- o Consultant will observe the teacher implementing the new instructional strategy.
- o Consultant will provide the teacher with feedback based on the observation.

The external partner will provide a Lead Representative/Project Manager

- o Data Coach role and facilitator of data rooms and team meetings
- o Increased learning time advisory
- o Parental and community involvement advisory
- o District support team and the School Improvement Officer liaison
- o Incentive and performance advisory
- o Effective hiring, interviewing, appraisal/evaluation advisory
- o Overall quality control of external provider services

In order to provide professional development during the school year, SIG will fund:

- Substitutes and fringe benefits for 16 teachers for 3 days of professional development will be provided. (16 substitutes x 3 days = 48 . Average substitute pay = \$80.00 x 48 = \$3840.00 plus fringe benefits for the substitutes.)
- Stipends for Professional Development for 16 Teachers - 1.5 hours per day = 24 hours (3:45 - 5:15) x one day a week for 30 weeks = 720 hours x \$20.00 per hour for professional development = \$14,400.00 paid for by SIG). This will be for school years 2017/2018, 2018/2019, 2019/2020, 2020/2021. Benefits for the stipends will also be paid by SIG.
- Daily Stipends and fringe benefits for (16 teachers for 6 hours per day @ \$20.00 per hour for 10 days = \$19,200.00 + fringe benefits) prior to beginning of school to work with the external lead partner (prior to 2018/2019 school year, 2019/2020 school year, and 2020/2021 school year).

Professional Education Conferences

Registration Fees and Conference expenses for teachers, administrators and staff to attend technical meetings, and conferences will be funded by SIG. They will attend professional conferences - including state, regional and national conferences on school improvement and differentiated instruction- to gain insights on the latest research and most proven techniques for improving student learning. They will attend professional conferences including state,

regional and national content area based conferences such as reading and math. We will utilize SIG funds as well as other sources of funding to ensure that teachers have access to professional learning opportunities. We will seek opportunities for professional growth and development that focus on the unique needs of increasing student achievement and teacher effectiveness in low-performing schools including differentiated instruction and inquiry based teaching and learning strategies. Additionally, we will also seek state conferences and trainings that focus on the MSCCR Curriculum standards and can support teachers in integrating these curriculum standards into instruction. Teachers will be selected to attend conferences based on their instructional skill level and effectiveness as proven by increased student outcomes, individualized needs, and as representatives who will return and share information with other teachers.

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

Throughout the School Improvement Model, collaboration is a key component. Professional development will be designed through a collaborative effort involving Individuals at the district and school level as well as the external lead partner and support service providers. Through the comprehensive needs assessment process, we have identified areas that we know need to be addressed - student literacy and math skills, instructional delivery and curriculum planning, and using data to drive decision-making. Professional development will be developed initially around these topics through input of the principal, School Leadership Team, and district administrators. Our lead partner and support services providers will also be vital to the conversation about professional development needs and making recommendations to support the design and implementation structure for training our faculty and staff

Evaluation of the External Lead Partner will be through PD Analytics (funded by SIG). PD Analytics is an online solution that empowers schools/districts to tie professional development spending to measures of teacher improvement and student outcomes.

The Internal School Improvement Transformation SIG Officer, the building principal, the academic ELA coach, the academic math coach, and external lead partner, superintendent, and assistant superintendent over curriculum are responsible for the design and implementation of professional development

*The External Lead Partner, New Principal, Transformation Specialist Internal Lead Partner will work together to design the professional development calendar for 2017/2018, 2018/2019, 2019/2020 and 2020/2021 in September, 2017. This professional development calendar will be revised as needed each year based on the school needs assessment and teacher professional development survey.

b) Embed Professional Development

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

Professional development can no longer be viewed as an event that occurs on a particular day of the school year; rather, it must become part of the daily work life of educators. On-going professional development will be provided through our External Lead Partners. Job-embedded professional development is an intricate tool to build capacity of all teachers. This type of training will:

- Introduce new teaching strategies,
- Increase student teaching and learning, and
- Increase the use of technology integration in the classroom. This will be accomplished through coaching, mentoring, in-class modeling, visiting other schools with proven success, and classroom observations.

Coaches with expertise in language arts, math, all content areas, administration, and technology will be provided by the External Lead Partner throughout the year. The coaches provided will have experience and documented success in providing instruction in the implementation of quality language arts, math, science, social studies, administration, and technology.

Technical assistance will be provided by the External Lead Partner to address professional development and mentoring for teachers, the evaluation plan, and the revision of the formative assessments and pacing guides. Teacher instruction will be a substantial part of the training, assisting teachers in the review of student work and adherence to the teaching and learning model set forth by the district. A curriculum audit will also be performed to determine the alignment between the written and taught curriculum. Resources will be examined to assist teachers in selecting the most appropriate instruction. Levels of complexity based on Webb's Depth of Knowledge (DOK) levels and Mississippi's Performance Level Descriptor's will be examined. Reports with recommendations will be provided with follow-up so the district can easily implement change.

c) Link Professional Development to Evaluation Results

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

PD Analytics is an online solution that empowers schools/districts to tie professional development spending to measures of teacher improvement and student outcomes.

My Professional Learning Coach is a service designed to train designated school and district personnel to access, analyze and interpret data using the PD Analytics' online solution. Participants will learn how to organize school schedule files, manage internal and external coaches and consultants, use automated dashboards, and access reports to inform professional learning. This service will be job embedded and will include coaching, modeling, consultation and technical assistance. This will be used to tie the professional development back to evaluations.

Administrators will be provided training that will assist with evaluation techniques to ensure that instruction is delivered and observed at the appropriate level for all learners. Detailed reports will be provided. An evaluation module will be developed to ensure that teacher instructional delivery remains at high levels. The external lead partner will provide administrative coaches who will work with school administrators to build capacity in the teaching staff and design the most effective schedule for optimum instructional delivery. The evaluation of instruction will occur on a daily basis. There will be brief drop-in visits by the building administrator and the Internal SIG Officer. In addition, classrooms will be visited on a rotating basis for a class period or 30 minute visits. Each semester a full period evaluation will occur.

Professional development efforts and requirements will be aligned with the new staff evaluation system. They will be guided by formative teacher evaluation data as well as formative and summative student assessment data to create individualized professional development that will address a teacher's specific challenge areas. As the principal and district leadership identify with teachers areas of need through the performance evaluation system, consultants will be asked to provide a scaffolded system of training, in-classroom modeling, co-teaching, and observation support. Feedback will be provided to the teacher at each step throughout this process.

d) Staff Involvement

How are staff involved in the design of professional development?

Professional activities will be based on identified needs and reform efforts at the school. All teachers will complete a staff survey and a professional development survey in which they can express their individual professional development needs. During the post-conference of teacher evaluations, professional development needs will also be discussed. Selected teachers will serve on the professional development committee to represent each grade level, and/or subject area to share needs.

Staff will be involved in the design of professional development through comprehensive needs assessment conducted prior to training activities. Through initial surveys and focus group meetings teachers will be able to provide direction

We will use the information gained from the comprehensive needs assessment and the surveys to craft professional development opportunities that are focused on our teachers' needs and requests --- classroom management, differentiated instruction, flexible grouping strategies, technology integration, and more will be targeted.

To address these concerns, the external lead partner's consultants will train teachers on the seven transformational practices for each area - leadership, data, assessment, instructional effectiveness, and literacy.

e) Alignment with Instructional Program

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

instructional program?

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

Technical assistance will be provided by the External Lead Partner to address professional development and mentoring for teachers, the evaluation plan, and the revision of the formative assessments and pacing guides. Teacher instruction will be a substantial part of the training, assisting teachers in the review of student work and adherence to the teaching and learning model set forth by the district. A curriculum audit will also be performed to determine the alignment between the written and taught curriculum. Resources will be examined to assist teachers in selecting the most appropriate instruction. Levels of complexity based on Webb's Depth of Knowledge (DOK) levels and Mississippi's Performance Level Descriptor's will be examined. Reports with recommendations will be provided with follow-up so the district can easily implement change.

We understand the importance of aligning professional development through this SIG program with our school's instructional program. Because the training is job-embedded and conducted through in-classroom modeling, much of the school's professional development will be encompassed in the SIG program. However, we will continue to operate any training sessions that are required by state or federal regulations or mandates. We feel these decisions will provide our instructional staff with a cohesive and unified professional development plan.

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	Lead Teacher	Weekly	30 min. - 2 times a week	To plan lessons, develop assessments, examine student level work to determine if classroom instruction needs adjustment, and to build collaboration and offer opportunities for mentoring.
Department-level (if applicable) *Subject Area	Chairpersons of the Language Arts, Math, Science Committees	Weekly	30 minutes	To ensure a spiraling, vertically aligned curriculum and provide seamless services

Special services	TST Chair	Monthly	60 minutes	To examine data to determine if students need adjustments to their intervention plan. Teachers will meet with the interventionist on a daily basis informally, but will conduct formal meetings on a monthly basis to document decisions made regarding students who may need to move up or down the Three Tier Model pyramid.
All faculty	Principal	Weekly. Each Tuesday	1.5 hours (90 minutes)	To gather input from teachers, share procedural issues or concerns, celebrate and share successful strategies and receive in house professional development training.
Professional Learning Communities	Internal Transformation SIG Officer	Weekly	30 minutes	To gather input from teachers. Share issues and problems that concern academic growth and/or culture enhancement. Recommend training as needed.
Faculty - Teacher Boot Camp	External Lead Partner	10 days @ 6 hrs. per day prior to the beginning of the school year	10 days @ 6 hrs. per day = 60 hours or 3600 minutes	To improve all levels of instruction, to plan lessons, develop assessments, disaggregate data, examine student level work to determine if classroom instruction needs adjustment, and to build collaboration
FOR EARLY LEARNING ONLY: Cross-grade planning				

* For all faculty collaboration and grade level, department level, PLC's an agenda, minutes, and sign in sheets must be turned in to the building principal.

**Monitoring of all faculty collaboration and grade level, department level, and PLC meetings will be done by the literacy and math coaches, curriculum coordinator, and principal. They will rotate observing and advising the meetings.

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).

Research shows that schools can improve their students' learning by engaging parents in ways that directly relate to their children's academic progress, maintaining a consistent message of what is expected of parents, and reaching parents directly, personally, and with a trusting approach (epstein, 1995; Henderson & Mapp, 2002; Patrikakou, weissberg, Reddign, & Walberg, 2005). Parent surveys are sent out each year as a means of gathering input from parents concerning decisions to be made at the school. Through the Parent Teacher Organization and the School-wide planning committee, and informal conversations, parents and community members are given the opportunity to express satisfaction with the school and to offer suggestions for improvement.

Pearman Elementary is using a variety of methods to determine parental and community satisfaction with the school. A partnership with the Parents who are members of the PTSA has assisted our communication efforts with parents through both formal and informal methods. We are working to engage parents in our school activities and in ways they can help prepare their child for school. The school counselor calls parents or makes home visits when necessary. In addition, we give satisfaction surveys which ask questions regarding several different areas of the school, including the parent's satisfaction with instruction and leadership. We also host an Annual Title I Meeting and Open House Night where parents can ask questions and share concerns about our school. Informally, all of our teachers are asked to contact parents through notes home or telephone calls to share information about their child or the school's upcoming activities. Through these methods of communication, we collect information from parents - concerns or their level of satisfaction with the school or classroom in general. The principal and district leadership staff also makes concerted efforts to talk with parents through committee meetings, school activities and when parents are attending school programs.

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

Parents and the community will be encouraged to become involved in reform efforts at

Pearman Elementary. Special informational sessions will be developed for parents, community, and school board members, so that the supporters of education can understand the rigorous academic standards that students must now meet and the components of the School Improvement Model. Several "Family Nights" throughout the year have been planned. Some of these are: Data Night – parents will be informed on how to best interpret test data to understand what level their child is functioning, Math Night – Family based program with math activities, Science Night – Family based program with science activities, etc. There will be one "Family Based Program" planned per month.

Teachers will communicate weekly through newsletters and their teacher web-site to share with parents what work students are being assigned, projects and when they are due, homework, test schedules and what they are expected to learn.

Parents who do not have access to a computer at home will be able to access the teacher's web page on a computer set aside in the school for parent use.

b) Complaint Procedures

How are complaints from families or community members currently addressed?

Complaints are first handled at the classroom level, then if the problem is not resolved, the parent may contact the principal's office. In most situations, there is not a need for the parents to contact the Superintendent's Office for a problem to be resolved. However, in rare cases, parents will contact the district office. The Superintendent first requests that the parent follow the proper protocol (classroom - principal - district office) in resolving a situation. If the parent is not satisfied at that point then the complaint is addressed by the superintendent. We firmly believe that proper communication includes listening to voices that may disagree with our procedures or decisions. Most parents want to feel that their concerns are heard.

Teachers will be trained on "best strategies" to use when dealing with complaints from parents, families, or community members. Tactfulness and patience will be encouraged in the handling of all complaints.

For Federal Programs Complaints:

This standard complaint resolution procedure applies to all programs administered by the Department of Elementary and Secondary Education under the Goals 2000 Educate America Act and the Improving America's Schools Act (IASA). A complaint is an allegation that a specific federal or state law or regulation has been violated, misapplied, or misinterpreted by school district personnel or by Department personnel. A complaint under this procedure must be in writing and signed by the complainant. The written complaint must specify the details of the situation and must pertain to a law or regulation that is allegedly being violated, misapplied, or misinterpreted. Any parent or guardian, surrogate parent, teacher, administrator, school board, or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint. The Cleveland School District contact person for Federal Programs complaints is the Federal Programs Director.

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

In order to make the complaint process more effective, parents will be provided with timely notification of their right to be involved in sharing their concerns and school planning and reform efforts. All parents will be encouraged to participate in all meetings and to take an active part in the education of their child. Every effort will be made to accommodate any parent that has a work or scheduling conflict. Parent/teacher conferences can be made in advance for a time slot before school, during the school day, or after school hours.

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	The district nurse and the school counselor work to provide information on local social and health service providers for parents. When the classroom teacher feels the child needs an evaluation for these services, the district nurse or the counselor will contact the parents, local social and health service providers and schedule appointments. Often, these personnel are involved in ensuring that students are able to make their appointments and follow-up on any additional needs	<p>The school counselor and the district nurse will work with the Parents in order to improve coordination with social and health providers by hosting planning sessions and improve communication with families of students who may need these services.</p> <p>We will also advertise through the local media by creating public service announcements regarding the services offered, through school, in connection with local social and health service providers. Parents will be informed of how they can take advantage of these services without having to miss work to take their child to counseling or appointments.</p>
Parent/family education classes	The district staff and teachers on each campus provide parenting classes across the district on various topics such as homework help, computer	Through the SIG program, the teachers and administrators at Pearman will work to provide several new and innovative program activities

	classes, how to work with below level readers, how to improve math skills, and how to help children who may be diagnosed with autism, dyslexia, ADHD , a learning disability, or other concerns.	to provide parents with education classes. These classes will also be offered at flexible times to meet the various work schedules of parents.
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2. Engagement in School Improvement

a) Parent/Family Groups

What organized family groups does the school offer?

The school currently has a Parent Teacher Student Organization (PTSO) and a School-wide Planning Committee and an Activity Committee.

The president of the PTSO also serves on the district advisory committee to the superintendent as a representative to provide input on district decisions that may affect Pearman students.

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

Members of parent groups assist in the planning of various activities sponsored by the various classes at the school. Parent groups also assist in the planning process each year as the school-wide consolidated plan is written. Parents also help with fundraising activities.

Parents and family members actively participate in activities such as May Day and Open House. They are also the voice of the community.

How will family groups be improved through the SIG program?

Parents and the community will be encouraged to become involved in reform efforts at Pearman Elementary School. Special informational sessions will be developed for parents, community, and school board members, so that the supporters of education can understand the rigorous academic standards that students must now meet and the components of the School Improvement Model.

Parents groups will be utilized to help provide the following::

- O Workshops on how to monitor their child's progress and assist with homework.
- O Meeting and providing programs at a variety of times to facilitate parental involvement.
- O Information meetings to assist parents in understanding the state's academic content and achievement standards and results of State assessments.

Through the SIG program the district will contract with an external lead partner. The external lead partner will help develop a plan to help work with parents and designated teachers to

increase parental involvement.

The external partner will work in the following areas:

- Parent Engagement Analysis
- Surveys
- Focus Groups
- Comprehensive Parent Engagement Plan
- Vision and Goal Setting
- Marketing and Communication
- Incentives
- Performance Optimization Plan
- Parent Community Involvement
- Student Performance

Service Delivery from the external partner for parental involvement include:
Surveys, meetings, trainings, coaching, modeling, co-teaching, documentation

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?

Cleveland School District and Pearman Elementary School values the opinions of the parents and understand that they can offer valid suggestions and ideas for improving the school. We will provide parents and community members opportunities to review school performance through information sent home, parent-teacher conferences, and school parent meetings. We also add this school performance information to the Pearman Elementary School and the school district's website each year. In addition, we make sure that parents are included in decision-making and school improvement plans through parent/community meetings, committee.

Also, through the Annual Title I meeting and school-wide planning committee meeting, parents and the community will have the opportunity to review school performance and participate in decision-making about school improvement plans.

Information meetings to assist parents in understanding the state's academic content and achievement standards and results of State assessments will be scheduled. Better advertisements of planning committee meetings will occur in order to reach more parents and increase participation at these meetings. We believe that the inclusion of parents, community members, and business leaders in committee membership, communication, and decision-making is a proactive and wise step that will improve academic achievement.

Through the SIG program the district will contract with an external partner who will work with parents and designated teachers to increase parental involvement. The addition of the parental involvement external partner will assist our efforts to ensure that parents and community members are well informed about the performance level of students, grade levels, the school and district. We will also host parent/community meetings on a quarterly basis and invite all parents and interested community members. During these meetings, attendees will have opportunities be engaged in decision-making by sharing ideas and concerns, making suggestions for program activities and budget expenditures, as well as participating in online satisfaction surveys

To monitor parent/community members satisfaction with the transformation program at Pearman Elementary School a parent survey will be sent home before the end of the school year asking the parents and community members to rate the administration, teachers, academic programs, and school. The survey will also ask for recommendations and suggestions.

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.

Human Capital Development

To ensure the investment in human capital continues through the onsite professional development provided by consultants, teachers will be identified who possess the characteristics to serve as a mentor/lead teacher for the grade level or subject area. During years two, three, and four of the SIG program, these lead teachers will be provided with additional resources and supports using a "train-the-trainer" type model. We hope to "grow" our best teachers into mentors for other teachers who may need additional support at the end of this SIG program. In addition, in-classroom mentoring and support will be sustained through no- cost video- conferencing using LiveMeeting and communication via email. Teachers and administrators will have the opportunity to schedule and participate in LiveMeeting video conferences with the consultants from our lead partner, after the grant has been expended. This will allow the collaboration and support to continue in a fluid and unobtrusive manner, yet ensure that those individuals who need additional mentoring can receive it.

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.

Our plans to sustain the reform efforts provided through SIG involve :

- Creating a train the-trainer model for professional development,
- Developing partnerships with university and community partners,

- Utilizing non-consumable materials purchased through the SIG program,
- Maximizing professional development opportunities through web-based video conferencing options like Skype or Go-to-Meeting
- Leveraging other federal funds such as Title I, II, or VI
- Offering volunteer opportunities for parents and community members to support intervention, arts-based and library media programs

We will focus the SIG funds as an investment in mission-critical areas - such as building human capital - to ensure a transformational leader and high-quality teams of teachers are in place that can create a culture of achievement. This culture of achievement and transformed school climate will remain in place after the funding has expired.

Key staff members at the district and school levels will ensure quality Implementation of the grant and develop over the life of SIG a philosophy built on a foundation of success building upon success . As the school is transformed, a new mindset will be developed among school staff that will guide further determinations of ensuring a successful school.

Quality Implementation

Much of the initial grant funds will be utilized to provide items that have a one-time cost: classroom/technology equipment, instructional software, and new curriculum materials. We can continue to maintain a quality implementation by using these non-consumable resources to ensure that the curriculum and instruction students receive is value-added. To sustain the professional development component, we will focus other funding sources (Title I, Title 11, and local funds) to provide continued job -embedded coaching on an as needed bases.

Sustainability action steps will include: (1) providing professional development to district and school leadership teams on implementing standards-based instruction and sharing and accepting responsibility of student achievement, (2) providing professional development on having a standards-based culture and reemphasizing the role of time in helping students to meet and exceed performance standards, (3) providing professional development to school leaders in developing high performance instructional leadership teams that promote the ideal teaching and learning environment, understand accountability, and prescribe interventions and strategies that help all students meet or exceed performance standards, (4) providing professional development to district and school leaders on a four step, data driven model involving, development of quarterly pacing guides, analyzing pretest data, providing differentiated instruction, and analyzing posttest data, (5) providing training to district and school leadership teams on progress monitoring, (6) conducting internal evaluations each quarter, and (7) conducting external evaluations annually.

Staff members will be able to completely understand student progress through data. Data Banks will be implemented to track summative and formative data . Incremental changes will be noted and addressed and all personnel will be able to access both individual and group data so that planning for growth will become the focus of the implementation of the grant. The program utilized for this purpose will provide information on individual and group growth

through highly developed, well organized statistical models. The percentile comparisons will be utilized and mapped by grade and subject area . Teachers will be able to determine student progress on Mississippi Standards as well as MSCCR . Once teachers, students, and community stakeholders have tasted the success of student achievement, sustainability becomes a requirement in the minds of all involved.

We will examine teacher schedules and class size to ensure that teachers are provided with the necessary time for instructional planning, grade level team meetings, and data team work sessions.

Another important step to sustaining the school reform efforts provided through these school improvement funds will be focusing on ongoing community engagement strategies. After funds expire, we will continue community engagement opportunities through inviting parents and community members to serve as mentors for at-risk students and volunteers in the school to assist classroom teachers. In addition, we will continue our efforts to garner a broad base of community support by having open forum meetings frequently to garner input from our community members.

Ongoing Community Engagement

Research shows that schools, often with the active support of community-based nonprofit organizations—have used community engagement as a key strategy for making school turnaround more effective. When successful, the many approaches to community engagement create a continuum of interaction that builds trust, respect and a sense of purpose.

The District Transformation Team will assist in developing strong community involvement. The following steps will be used:

1. **Communicate Proactively in the Community.** The first step in reaching out to families and community members is to inform them about the impending changes through a variety of outreach materials and events. The transparency and authenticity of these early messages will set a foundation for the community and families to trust and actively engage in the transformation reform. That trust will be sustained by the district transformation team regularly informing the community stakeholders of progress as the initiative moves forward.

2. **Listen to the Community and Respond to its Feedback.**

Members of the District Transformation Team will inquire, both informally and formally, through public forums, focus groups, surveys and conversations, about the views of families and other community members. Listening—and responding to community feedback by taking action—communicates to parents and community members that their participation and their hopes for their children are valued, deepening their trust in the transformation initiative and its key players.

3. **Offer Meaningful Opportunities to Participate.** When transformation leaders involve community members in meaningful ways, such as training and serving on advisory councils, participants begin to “own” the work. They become more open to learning about and shaping

key reforms and to valuing their own contributions to schools and students. The District Transformation Team will set up classes and workshops to help parents support their children academically at home. Teachers and school leaders will add to these formal opportunities through building relationships and holding events to celebrate student success. The District Transformation Team members will collaborate with community partners to find creative routes to involve them in the academic mission

4. Turn Community Supporters into Advocates and Leaders

The Superintendent and Internal Transformation SIG Officer with assistance from the District Transformation Team will:

develop an engagement plan, establish a school/family council, help parents access training, and build community partnerships and assist with school/family communication. In addition, the transformation office will provide guidance to schools and include training for parents and school staff. The transformation office will monitor parent engagement and track school responsiveness to parent feedback. The District Transformation Officer and Superintendent will respond to concerns or complaints from parents or the general public. The district will maintain a parent and community advisory board that will advise the Superintendent and Transformation Officer about community engagement

To sustain the community engagement component, the school will continue to operate with programs that engage the community in school activities. The school will ask community leaders to serve on committees as school partners. Opportunities to support students by providing mentoring, homework help, tutorial assistance, or a "study buddy" to identified students. Meetings will be planned to engage the community and parents through open, town hall-type forums. Additionally, efforts will be made to involve key leaders in the community and ensure that they are kept abreast of the school's needs, successes, and areas of focus for the coming school year.

Through the partnerships developed, the School Transformation Team will share the positive outcomes of our school reform efforts with community and business leaders, as potential school partners. We will demonstrate the significant impact of the SIG program as evidenced by increased academic performance and teacher recruitment and retention, as well as an enhanced school climate and community involvement. We will share this plan for sustainability through support for quality implementation, human capital development, and ongoing community engagement.

PART III: OPERATIONS AND SUPPORT SYSTEMS—PATHWAYS TO SUCCESS (Not Applicable)

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

A. Allocation of Financial Resources (Not Applicable)

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

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

B. Evaluation Policies (Not Applicable)

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

☐ YES

☐ NO

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

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

C. Organizational Structures and Management (Not Applicable)

1. Governance (Not Applicable)

a) Proposed Governance Structure

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

b) District-Level Staff

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

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

c) Pathways to Success School Leadership Team (Not Applicable)

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

2. External Providers (Not Applicable)

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

a) Contract for Daily Management and Operations (Not Applicable)

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.

b) Contract for Specific Services (Not Applicable)

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

c) Scope of Work (Not Applicable)

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

d) MDE-Approved Technical Assistance Provider (Not Applicable)

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

D. Family and Community Engagement (Not Applicable)

1. Written Communications Plan Prior to School Transition (Not Applicable)

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

a) Media Outreach

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

(Not Applicable)

b) Opportunities to Ask Questions

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

(Not Applicable)

c) Transition Services

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

(Not Applicable)

2. Engagement in School Improvement **(Not Applicable)**

a) Parent/Family Groups **(Not Applicable)**

What organized family groups does the school offer? **(Not Applicable)**

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

How will family groups be improved through the SIG program?

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

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

(Not Applicable)

E. Sustainability **(Not Applicable)**

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

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

PART III: OPERATIONS AND SUPPORT SYSTEMS—CLOSURE (Not Applicable)

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

A. Allocation of Financial Resources (Not Applicable)

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

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

B. Facilities (Not Applicable)

1. Newly Consolidated School

Describe the facility of the newly consolidated school.

2. Changes to Accommodate Additional Students

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

C. Family and Community Outreach and Engagement (Not Applicable)

1. Outreach Prior to School Closure

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

a) Media Outreach

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

b) Opportunities to Ask Questions

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

c) Transition Services

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

2. Engagement in School Improvement

a) Parent/Family Groups

What organized parent/family groups does the school offer?

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

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

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

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

PART III: OPERATIONS AND SUPPORT SYSTEMS—WHOLE-SCHOOL REFORM (Not Applicable)

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

A. Allocation of Financial Resources (Not Applicable)

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

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

B. School Leadership (Not Applicable)

Describe how the selected whole-school reform will address the school's needs in regards to school leadership.

C. Organizational Structures and Management (Not Applicable)

1. Governance

a) Proposed Governance Structure

Attach as **Appendix 1** an organization chart that clearly presents the school's proposed governance structure. This chart should clearly represent ***lines of authority and reporting between the school, district-level staff, any related bodies*** (such as advisory bodies or family and teacher councils), and ***any external provider*** that will play a role in managing the school.

b) District-Level Staff

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

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

2. Whole-School Reform Model Developer (Not Applicable)

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

D. Family and Community Engagement (Not Applicable)

1. Alignment with Family and Community Engagement Needs

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

2. Engagement in School Improvement

a) Parent/Family Groups

What organized family groups does the school offer?

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

How will family groups be improved through the SIG program?

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

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

E. Sustainability (Not Applicable)

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

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

BUDGET

Instructions

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

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

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

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

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.) (NOT APPLICABLE TO PEARMAN ELEMENTARY)

- ☐ 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 **(NOT APPLICABLE TO PEARMAN ELEMENTARY)**
- 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.) **(NOT APPLICABLE TO PEARMAN ELEMENTARY)**
- ☐ 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**
- **Minutes**
- **Sign-in-sheets**

School Improvement Grant (SIG)
Pearman Elementary School Faculty and Staff SIG Stakeholder Meeting Faculty and Staff SIG
Agenda
April 4, 2017

1. Welcome
2. Introductions
3. Opening/ Reason for Meeting
 - A. Sig Grant Application
 - b. Amount of Grant
 - C. Grant Period
 - d. Grant Guidelines
4. Grant Option
 - a. Transformation
 - B. Turnaround School
5. Additional Questions and Concerns

School Improvement Grant (SIG)
Pearman Elementary School Faculty and Staff SIG Stakeholder Meeting Faculty and Staff SIG
Minutes
April 4, 2017

Meeting called to order by Mrs. Julie Garret, Principal
Introductions made and purpose of meeting: Mrs. Julie Garret, Principal
Facilitator: Dr. Jackie Thigpen, Superintendent
Note taker: Dr. Lisa Bramuchi, Assistant Superintendent
Attendees: All Faculty and Staff Members (see sign-In sheet)

Dr. Thigpen: Pearman has recently been designated as a Priority School and we will be applying for a SIG grant. As a failing school we have already been meeting many of the requirements of a SIG school.

The district will not be applying for Closure School or as a Restart School.
The best fit for our district is a turnaround school or a transformation school. Our district will possibly try the transformation school.

Dr. Thigpen explained the difference between the turnaround school and a transformation school. She stated that the school district knows that there are many good teachers at Pearman that need additional professional development and coaching in order to transform a school from a failing school to a successful school. Through funds available with SIG an outside lead partner can be contracted with to give the additional support needed for a transformation.

Questions and Concerns:

- Since the principal is going to be replaced, it seems as if the state is taking over the school.
Reply: No, it is not a state takeover, however, progress will be monitored.
- Why do we need to apply for this grant? Why do we need this money?
Reply: If we are funded the money will give us the resources for increased learning time, some updated technology, and other needed items/programs to drive school improvement.
- Will teachers be compensated for the increased learning time?
Reply: Yes, extended boot camp time will be compensated, time spent in professional development after contract hours will be compensated.

Dr. Thigpen closed the meeting with a positive outlook toward a successful transformation for students at Pearman Elementary School.

PEARMAN ELEMENTARY SCHOOL

Faculty and Staff SIG Stakeholder Sign-In-Sheet

Date: April 4, 2017 Time: 3:30 - 4:30 PM

NAME	Grade Level and Subject
1. Shonna Neething	Admin Assistant
2. Mallory Chandler	4/5 Reading
3. Diane Hazdel	Special Needs
4. Kent Allen Murray	Library
5. Charlotte Brand	Computer Lab
6. Greg Holt	4/5 Special Needs
7. Stephen Mancini	SEP
8. Gina Hill	4/5
9. Morgan L. Luter	3 rd Math, Sci, SS
10. Charlotte Kinney	4/5 th
11. Jystay Shepherd	1 st / Math / Sci / SS
12. Michelle Thompson Simpson	T. Asst.
13. Meriwether Johnson	3 rd ELA
14. Emily Burrfield	3 rd ELA / Math / Sci / SS
15. Emily Smith	Kindergarten
16. Alessa Kettreel	2 nd ELA
17. Aisha Demby	Counselor
18. Ben Smith	1 st grade ELA
19. Fatima L	Art
20. Jessica Hurst	K Asst.

PEARMAN ELEMENTARY SCHOOL

Faculty and Staff SIG Stakeholder Sign-In-Sheet

Date: April 4, 2017 Time: 3:30 - 4:30 PM

NAME	Grade Level and Subject
1. <i>Donna [unclear]</i>	<i>Kindergarten</i>
2. <i>Debra Hutton</i>	<i>1st Grade Asst</i>
3. <i>Grace Staniel</i>	<i>1st Grade Asst.</i>
4. <i>Cathy Brown</i>	<i>Custodian</i>
5. <i>Claudia [unclear]</i>	<i>Custodian</i>
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
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School Improvement Grant (SIG)
Community Stakeholder/Parent Meeting – Pearman Elementary School
Agenda
April 11, 2017

1. Welcome
2. Introductions
3. Overview of School Improvement Grant (SIG)
4. Explanation of Intervention Models
5. Questions from audience
6. Community Members review characteristics of Pearman Elementary for selection of Intervention Model
7. Closing Remarks

Minutes
School Improvement Grant Informational Meeting
Community Stakeholder Meeting Pearman Elementary School
April 11, 2017

5:00 p.m.

- Meeting was called to order by Dr. Lisa Bramuchi, Assistant Superintendent.
- Dr. Bramuchi stated that the meeting was to inform community members/Parents/Stakeholders on the SIG.

A Presentation was made to explain the following:

- Eligible schools
- The amount of money possible
- Annual Grant Renewal
- District Responsibilities
- Types of Intervention Models
- Transformation
- Turnaround

Surveys from the Title One Needs Assessment for Pearman Elementary from parents, students, and teachers will be used to give guidance as to the elements to be written into the SIG.

Additional information shared included:

- Proposal is due May 8, 2017 at 3:00 p.m. in Jackson, MS.
- Number of schools to receive funding: Depends on available funding and how many applications meet the rubric criteria.
- Schools must do what they say or lose the grant for next year. Each years funding is dependent on the data from all available sources.
- Serious commitment is needed from all stakeholders.

Informational sheets were dispersed. Dr. Bramuchi stressed that the LEA would agree to implement one of the models and that parent input was needed to help decide which model best suited Pearman Elementary School. Attention was directed to the sheet to be marked and encouraged community members to feel free to be honest.

Meeting was dismissed at 6 :00 p.m.

(Attach to the LEA Application.)

School District - Cleveland School District	School - Pearman Elementary School
Date and Time of Meeting - April 11, 2017	Meeting Place - Pearman Elementary School Cafetorium

[illegible]

[illegible]

[illegible]

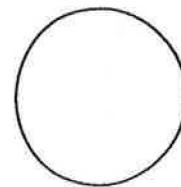
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Office of the Superintendent

Cleveland School District

305 MERRITT DRIVE
CLEVELAND, MISSISSIPPI 38732
www.cleveland.k12.ms.us



(662) 843-3529 - Office
(662) 579-3090 - Fax

Monthly Administrator Meeting April 20, 2017 Agenda

1. Nurse Karen McClain
2. Financial Information – Mrs. Cindy Holtz
3. Curriculum/Instruction/Assessment Update – Dr. Lisa Bramuchi
4. Federal Programs/Support Services Update – Ms. Angela Harris
5. SIG Grant
6. Superintendent's Information – Dr. Jacquelyn Thigpen
 - Monthly Board Meeting Information
 - Personnel
7. District Leadership Team

**Monthly Administrator Meeting
School Improvement Grant (SIG)**

District Administrators

Minutes

April 20, 2017

Meeting called to order by Dr. Thigpen, Superintendent

Facilitator: Dr. Jackie Thigpen, Superintendent

Note taker: Dr. Lisa Bramuchi, Assistant Superintendent

Attendees: All district administrators (see sign-In sheet)

Minutes from SIG Grant section of the Monthly Administrator Meeting:

Dr. Thigpen:

Pearman has recently been designated as a Priority School and we will be applying for a SIG grant. As a failing school we have already been meeting many of the requirements of a SIG school.

Dr. Thigpen:

According to state testing data, Pearman is listed as being in the lowest 5% of schools in the state. We are going to need help and support from every administrator in the district in order to transition Pearman Elementary School from a failing school to a successful school.

Dr. Thigpen explained the difference between the turnaround school and a transformation school. She stated that the school district knows that there are many good teachers at Pearman that need additional professional development and coaching in order to transform a school from a failing school to a successful school. Through funds available with SIG an outside lead partner can be contracted with to give the additional support needed for a transformation.

Dr. Thigpen:

D.M. Smith has had SIG funding since 2014 and has reached its goals and objectives. It has been transformed from a low "D" accreditation level to a high "C" accreditation level. We would like to make that possible for Pearman.



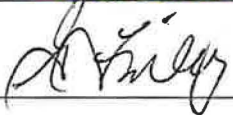


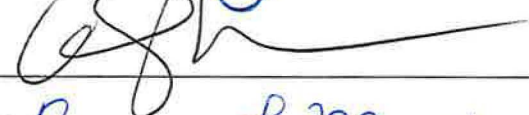
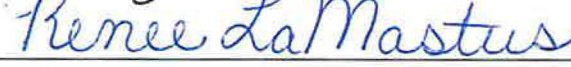
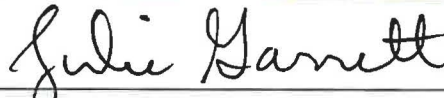
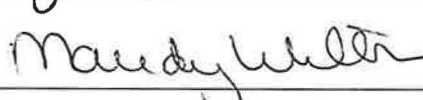
Questions and Concerns:

- Will the district be replacing the current principal:
Reply: Yes. The position has been posted and applications are currently being considered.
- Will teachers be moved:
Reply: That is a possibility. We are going to take a close look at teacher assignment.

SIG STAKEHOLDER CONSULTATION SIGN-IN FORM

(Attach to the LEA Application.)

School District - Cleveland School District	School - Pearman Elementary School
Date and Time of Meeting - April 20, 2017	Meeting Place - Pearman Elementary School Cafetorium

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

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**District Leadership Team Meeting
April 20, 2017**

1. Application for SIG for Pearman
 - District Leadership Team's responsibilities
 - District Leadership Team's expectations
2. D.M. Smith End of Year SIG Audit is complete. The audit for Nailor will be conducted on April 21, 2017.
3. Review of attendance data for Nailor and DMS
 - Teacher ADA – Nailor 97.70
 - D.M. Smith 94.76
 - Student ADA – Nailor 95.22
 - D.M. Smith 93.25
4. Teacher contracts for the 2017-2018 school year were given out for teachers. They are due back on or before May 1, 2017
5. Ms. Tyson and Mrs. Harris will be amending the 1003A 2016 funds based on student data

**District Leadership Team Meeting
School Improvement Grant (SIG)**

District Leadership Team

Minutes

April 20, 2017

9:00 AM to 10:00 AM

Meeting called to order by Dr. Thigpen, Superintendent

Facilitator: Dr. Jackie Thigpen, Superintendent

Note taker: Dr. Lisa Bramuchi, Assistant Superintendent

Attendees: All district administrators (see sign-in sheet)

Minutes from District Leadership Team Meeting

1. Application for SIG for Pearman Elementary School

Dr. Thigpen:

Pearman has recently been designated as a Priority School and we will be applying for a SIG grant. As a failing school we have already been meeting many of the requirements of a SIG school.

It will be the responsibility of the district leadership team to take an active part in advising and leading Pearman faculty and staff through this process.

The expectations of the Leadership Team will be the same as the expectations were for the Leadership Team throughout the 2014-2017 SIG funding for D.M. Smith. You all acted in an advisory capacity at that time and will continue to do so.

Dr. Thigpen:

According to state testing data, Pearman is listed as being in the lowest 5% of schools in the state. We are going to need help and support from the leadership team in order to transition Pearman Elementary School from a failing school to a successful school. At one time Pearman was a successful school. That was only three to four years ago. This downward spiral has now reached a point where the state has indicated that transformation needs to occur.

Through funds available with SIG the school district can contract with an external lead partner to give the additional support needed for a transformation.

Dr. Thigpen:

D.M. Smith has had SIG funding since 2014 and has reached its goals and objectives. It has been transformed from a low "D" accreditation level to a high "C" accreditation level. We would like to make that possible for Pearman.

2. The audit for D.M. Smith was reviewed. Progress was noted and discussed.
3. Attendance data for Nailor and D.M. Smith was reviewed. Both continue to be at a high level.
4. Teacher contracts were discussed. They are all due back into central office by May 1, 2017.
5. Title One budgets should be reviewed and aligned with data.

CLEVELAND SCHOOL DISTRICT SIGN-IN SHEET

MEETING TITLE: District Leadership Team

Presenter (if applicable): _____

DATE: 4/20 2017

[illegible]

Appendix B

**School Board Agenda
School Board Approval**

**BOARD OF TRUSTEES
CLEVELAND SCHOOL DISTRICT**

April 13, 2017

12:00 Noon

AGENDA

Roll Call

Invocation

Approval of Agenda

1. Public Participation/Comments

2. Cabinet Update

- a. Superintendent's Information – Dr. Jackie Thigpen
 - ADA
 - Priority Schools Update – Nailor and D.M. Smith
 - Principal Action Plans
- b. Financial Statements – Mrs. Cindy Holtz
- c. Curriculum, Instruction, and Assessment – Dr. Lisa Bramuchi
 - Data Analysis
 - Technology Update
- d. Federal Programs and Support Services Update – Mrs. Angela Harris
- e. Maintenance Update – Mr. Gerald Finley
- f. Chamber Presentation/Request for district financial assistance with projects

3. Approval of Consent Agenda

- a. Approval of Minutes of March 9, 2017, Special Called Meeting; 4:00 p.m.
- b. Approval of Minutes of March 9, 2017, Regular Monthly Board Meeting; 6:00 p.m.
- c. Approval of Minutes of March 14, 2017, Special Called Meeting
- d. Approval of Minutes of April 6, 2017, Special Called meeting
- e. Approval of fixed assets and deletions – March 2017
- f. Approval of voided checks – March 2017
- g. Approval to submit continuation agreement with Back to Basic, Inc. for 21st Century Learning Grant awarded by the MS Department of Education; Nailor and Parks; no cost to district.
- h. Approval of Notice of Intent to Participate in Educator in Residence Program for Debra Bullock and Demetras Jones; 2017-2018 school year.
- i. Approval to extend contract days for MS State Writing and Thinking Institute; no cost to the district.
- j. Approval of MOU with Teach for America – Summer school teachers at Parks Elementary; June 19 – July 14, 2017
- k. Approval of permission to apply for FY2015/FY2016 SIG Grant – Round 2 for Pearman Elementary.
- l. Approval to enter partnership Delta State University's Teacher Education Program at Bell Academy for the 2017-2018 school year; no cost to the district.
- m. Approval of request to produce a senior class yearbook at Cleveland High School; no cost to the district.
- n. Approval of request to establish an INSPIRE Chess team; grades 2-6; no cost to district.
- o. Approval of donation: Pearman Booster Club to Pearman Elementary, playground equipment; total cost \$19,696.00; no cost to the district.

- p. Approval of facility use: (1) CCDTC multipurpose room by Magnolia Health for workshop, April 26, 2017; (2) WRAC by family of Dianne Hill for repast, April 8, 2017; (3) DM Smith gym for junior/senior prom, April 14-15, 2017; (4) Pearman playground for toddler birthday party; April 23, 2017
 - q. Approval of request to advertise 16th Section land lease, PPIN 22347
 - r. Approval of request to reactivate disposed fixed assets.
 - s. Nailor's Boot Camps 2017 for the summer: Kindergarten Boot Camp, 1st Grade Boot Camp, and 2nd Grade Boot Camp, June 5th – June 29th (4 weeks), 8:00 a.m. – 12:00 p.m., Monday – Thursday; Title and 1003a funds
 - t. Approval to renew contract with PowerSchool (formerly InfoSnap) for online student registration software; \$20,368.00; 2017-2018 school year, district funds
- 4. Set date and time of next regular meeting for Monday, May 8, 2017 at 6:00 p.m.
 - 5. Approval of claims docket
 - 6. Approval of personnel
 - a. Resignations/Retirements/Terminations
 - b. Employment Recommendations
 - c. Other
 - d. Certified Renewals
 - e. Permission to add Math Specialist position – Parks Elementary; Grant and Title funds
 - 7. Remove from table and approve of contracted services with Flyzone Character Education Academy for students at Cypress Park Elementary; 5 session @ \$600 per session (\$3000.00) total; Title funds
 - 8. Approval of MOU for dual credit with Delta State University for the 2017-2018 school year; no cost to district
 - 9. Consideration/Approval of Renovations – Joey Henderson, JBHM
 - 10. Approval of request implement 4 by 4 Block Schedule at Cleveland Central High School beginning Fall of 2017/2018 school year
 - 11. Discussion/Approval of service agreement with C-Spire for telephone equipment and services; district funds.

EXECUTIVE SESSION

- A. Concerned Citizen – Dyslexia policy
- B. Concerned Parent
- C. Student Misconduct
- D. Legal Matters

Appendix C

External Provider's Contracting Process
LEA's Model Request for Proposal - *Same as MDE's*

External Provider Interview/Evaluation Rubric
for External Provider Proposals

LEA's Model Memorandum of Understanding

- LEA's model Request for Proposal

**The Cleveland School District will utilize the
Mississippi Department of Education Model
Request for Proposal**

- Lead Partner Interview or Evaluation Tools

LEAD PARTNER INTERVIEW

Name of Lead Partner	School District
	Cleveland School District
Contact Information	School District Contact
	Dr. Jacquelyn Thigpen, Superintendent 305 Merritt Drive Cleveland, MS 38732

Questions	Notes
Financial Management System	
Describe the type of clients you serve. (e.g., schools vs. districts, large or small districts, rural or urban, low income).	
How many clients do you currently serve?	
How often does your organization obtain a financial audit? What was the outcome of the most recent audit? (Ask for documentation.)	
Have you ever cancelled a contract? If so, why?	

Management and Staffing Capacity

Who are the leaders of your company? What is their level of relevant professional experience?

How will you staff this project?

Does your staff have K-12 education experience? Provide a current resume of all staff members who will work in the district.

How will you monitor the services of your staff?

What specific training and experience does your staff have in improving student performance, instructional coaching, state curriculum standards, data analysis, and turnaround strategies?

In the event that the school district is dissatisfied with the services of your staff, what is the process for changing them?

Internal Performance Analysis

What is your process for internally reviewing and assessing the quality of services your staff delivers?

How do you solicit information from clients to determine their satisfaction with your products or services? How often do you do this?

How will you communicate outcomes of weekly services to the school district?

Provide a list of clients and contact information.

Customer Service Orientation

Does your contract or memorandum of understanding with the district provide specific details on the type and amount of services to be provided?

How flexible or customizable is the contract?

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

Rubric
Proposals for External Lead Partner
School Improvement Grant for Pearman Elementary School

Name of Consulting Firm: _____

	Overall cost of the proposal. <i>(Cannot exceed \$165,000.00 in year 1, \$105,000.00 in year 2, \$82,5000.00 in year 3, \$34,500.00 in year 4 – Sustainability)</i>
	<i>Notes:</i>
	The Company selected must have been in business for at least three years
	<i>Notes:</i>
	The proposing company must show success results by providing a proven track record in improving student performance that is quantifiable in a minimum of five (5) schools.
	<i>Notes:</i>
	Their primary focus for the proposal must be improving instructional practice in the classroom.
	<i>Notes:</i>
	The Lead Partner must provide at least three references of successful turnaround in the public school sector.
	<i>Notes:</i>
	Experienced – Consultants with at least 10 years of classroom teaching experience and proven success as instructional leaders in the content area in which they consult.
	<i>Notes:</i>
	Job-embedded professional development will be provided on-site by the External Lead Partner to Principals, Instructional Coaches, Literacy Coaches, and teachers. Data coaches will be a part of the External Lead Partner agreement
	<i>Notes:</i>
	They will provide the following number of days in professional development and coaching in the designated years: Year 1 <ul style="list-style-type: none"> • ELA - 40 days • Math – 40 days • Leadership for Principal – 20 days • Data Coach – 10 days

	<p>Year 2</p> <ul style="list-style-type: none"> • ELA - 20 days • Math – 20 days • Leadership for Principal – 20 days • Data Coach – 10 days <p>Year 3</p> <ul style="list-style-type: none"> • ELA - 20 days • Math – 20 days • Leadership for Principal – 10 days • Data Coach – 5 days <p>• Year 4 (Sustainability Year)</p> <ul style="list-style-type: none"> • ELA - 9 days • Math – 9 days • Leadership for Principal – 0 days • Data Coach – 5 days <ul style="list-style-type: none"> • Leadership Training = for the Principal and Internal Transformation Officer • Literacy across content areas = (includes ELA and content area teachers) • Mathematics Coaching = will include a focus on planning, assessment, instructional effectiveness, and technology integration. • Data Coach = data analysis training
	<i>Notes:</i>
	An in-depth analysis will be conducted with State testing results by the new External Partner/Transformation Specialist Consultant to determine strengths and weaknesses and these will be developed into a plan of improvement for the school.
	<i>Notes:</i>
	Guidance will be provided by the External Lead Partner to school administrators, Instructional Coaches, Literacy Coaches, teachers and district personnel on designing assessments aligned with the common core objectives and standards.
	<i>Notes:</i>
	<p>The External Lead partner will provide</p> <ul style="list-style-type: none"> • Increased learning time advisory
	<i>Notes:</i>
	<p>The External Lead partner will provide</p> <ul style="list-style-type: none"> • Parental and community involvement advisory
	<i>Notes:</i>
	<p>The External Lead partner will provide</p> <ul style="list-style-type: none"> • Effective hiring, interviewing, appraisal/evaluation advisory
	<i>Notes:</i>

Overall Rating:

0 = Not present in Proposal

1 = Poor - as stated in the Proposal

2 = Average - as stated in the Proposal

3 = Excellent - as stated in the Proposal

Over all possible points = 39

- LEA's model Memorandum of Understanding, if different from MDE's

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

Between

Cleveland School District

Local Educational Agency (LEA)

and

(Enter Lead Partner's Name)

Lead Partner

I. Background

The purpose of this Memorandum of Understanding (MOU) is to clearly identify the roles and responsibilities of each party as they relate to the implementation of the School Improvement Grant (SIG). The SIG, authorized under Section 1003(g) of the *Elementary and Secondary Education Act of 1965*, provides financial resources to local educational agencies (LEA) for providing assistance to persistently low-achieving schools that demonstrate the greatest need and strongest commitment to raise substantially the academic achievement of their students. To support this goal, the Cleveland School District, 305 Merritt Drive, Cleveland, MS 38732 (hereinafter referred to as [LEA]) and [Enter the Lead Partner's name and address] (hereinafter referred to as [LP]) will establish a partnership to mutually promote the improvement of the educational infrastructure and performance of D. M. Smith Middle School, 715 South Martin Luther King Drive, Cleveland, MS 38732 through comprehensive, coordinated planning and implementation of services to the LEA and school.

Accordingly, Cleveland School District and [LP] operating under this MOU agree as follows:

II. Mission

Cleveland School District, as the LEA and subgrant recipient, is the administrator of the LEA's SIG for which it coordinates the improvement activities that are to be implemented in D. M. Smith Middle School. Through this Understanding, the Cleveland School District plans to [Enter a brief description of the LEA's mission in carrying out the reform efforts at the school].

[Name of LP], as Lead Partner, serves as the independent organization that will provide direct, long-term assistance to the LEA and D. M. Smith Middle School in implementing [Enter the reform efforts the lead partner will perform in the district/school to improve student achievement].

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

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

Responsibilities

The responsibilities of the Cleveland School District are to:

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

The responsibilities of the [LP] are to:

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

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

IV. Evaluation

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

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

V. Exception to LEA Policies

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

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

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

VI. Terms of Understanding

Timeline

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

Funding

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

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

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

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

Reporting

Records, data, and other information acquired, developed, collected, or documented under this agreement shall be the property of the originating agency. Such records shall be kept for a period of five (5) years after final payment under this Understanding, unless the Mississippi Department of Education authorizes their earlier disposition.

Updating

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

Termination

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

VII. Principal Contacts

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

Local Educational Agency:

Lead Partner:

Dr. Jacquelyn Thigpen

Principal Contact's Name

Principal Contact's Name

Superintendent

Principal Contact's Title

Principal Contact's Title

305 Merritt Drive, Cleveland, MS 38732

Principal Contact's Address

Principal Contact's Address

662-843-3529

Principal Contact's Phone Number

Principal Contact's Phone Number

662-843-9731

Principal Contact's Fax Number

Principal Contact's Fax Number

jthigpen@cleveland.k12.ms.us

Principal Contact's Email Address

Principal Contact's Email Address

VIII. Signatures

Local Educational Agency:

Superintendent's Typed Name and Signature

Title

Date

Board President's Typed Name and Signature

Title

Date

Lead Partners:

Lead Partner Representative's Typed Name and Signature

Title

Date

Appendix D

District Capacity for Selected Interventions

- **LEA's Schedule of Findings and Questioned Costs Audit**
- **School Wide Plan**
- **Current Priority School Action Plan**

Appendix D

LEA's Schedule of Findings and Questioned Costs Audit

CLEVELAND SCHOOL DISTRICT
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2016

Section I: Summary of Auditor's Results

Financial Statements:

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

Federal Awards:

- | 4. | Internal control over major programs: | | | | | | | | | |
|---------------------|---|---------------------|---|--------|--|--------|--------------------------|--------|---------------------------|--|
| a. | Material weakness(es) identified? | No | | | | | | | | |
| b. | Significant deficiency(ies) identified? | None reported | | | | | | | | |
| 5. | Type of auditor's report issued on compliance for major programs: | Unmodified | | | | | | | | |
| 6. | Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? | No | | | | | | | | |
| 7. | Identification of major programs: | | | | | | | | | |
| | <table border="0" style="width: 100%;"> <tr> <th style="text-align: left;"><u>CFDA Numbers</u></th> <th style="text-align: left;"><u>Name of Federal Program or Cluster</u></th> </tr> <tr> <td>84.010</td> <td>Title I – grants to local educational agencies</td> </tr> <tr> <td>84.377</td> <td>School improvement grant</td> </tr> <tr> <td>84.367</td> <td>Improving teacher quality</td> </tr> </table> | <u>CFDA Numbers</u> | <u>Name of Federal Program or Cluster</u> | 84.010 | Title I – grants to local educational agencies | 84.377 | School improvement grant | 84.367 | Improving teacher quality | |
| <u>CFDA Numbers</u> | <u>Name of Federal Program or Cluster</u> | | | | | | | | | |
| 84.010 | Title I – grants to local educational agencies | | | | | | | | | |
| 84.377 | School improvement grant | | | | | | | | | |
| 84.367 | Improving teacher quality | | | | | | | | | |
| 8. | Dollar threshold used to distinguish between type A and type B programs: | \$750,000 | | | | | | | | |
| 9. | Auditee qualified as low-risk auditee? | No | | | | | | | | |

CLEVELAND SCHOOL DISTRICT

Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2016

Section II: Financial Statement Findings

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

Section III: Federal Award Findings and Questioned Costs

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

Appendix D

- **School Wide Plan**

CLEVELAND SCHOOL DIST (614) Public District - FY 2017 - PEARMAN ELEMENTARY SCHOOL (614032) Public School - School Plan - Rev 0

Date	User	Status (S) / Comment (C)	S / C
11/16/2016 11:02:18 AM	Angela Harris	Status changed to 'School Plan Reviewer Approved'.	S
10/16/2016 6:20:21 PM	Julie Garrett	Status changed to 'Draft Completed'.	S
9/28/2016 9:23:21 AM	Angela Harris	Status changed to 'Draft Started'.	S
4/19/2016 11:42:28 AM	Mariea Jackson	Status changed to 'Not Started'.	S

School Planning Team

CLEVELAND SCHOOL DIST (614) Public District - FY 2017 - PEARMAN ELEMENTARY SCHOOL (614032) Public School - School Plan - Rev 0

Please identify all planning team members, including title.

Julie Garrett, principal
Allison Kittrell, teacher
Aisha Demby, counselor
Pam Perrett, teacher
Morgan LaFata, teacher
Shonna Neathery, secretary
Delores Moncada, parent

CLEVELAND SCHOOL DIST (614) Public District - FY 2017 - PEARMAN ELEMENTARY SCHOOL (614032) Public School - School Plan - Rev 0

Briefly describe the process the planning team used to develop the Schoolwide Plan.

The planning team reviewed student data from the last two years (14 - 15 & 15 - 16) and the school needs assessment.

School Plan - Demographics

CLEVELAND SCHOOL DIST (614) Public District - FY 2017 - PEARMAN ELEMENTARY SCHOOL (614032) Public School - School Plan - Rev 0

Student Demographics (Enrollment)

Year	School Enrollment	Female	Male	Asian	Black	Hispanic	Native American	White	Multi-Racial	Economically Disadvantaged	IEP	English Learners	Immigrant	Migrant	Homeless
2014-15	253	135	118	4	171	18	0	59	1	173	38	14	0	1	36
2015-16	261	139	122	5	169	17	0	69	1	261	37	15	0	0	0

School Data - Grid

Year	Student ADA	# of Teacher Absences	% of Highly Qualified Teachers
2014-15	248.63	188.1	
2015-16	251.7	159.5	

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

Pearman Elementary School is a k - 5 Title I school in Cleveland, MS. Our school is a relatively small school with a population of approximately 270 students and 13 classroom teachers. Our school population is comprised of 65% black, 26% white, 7% Hispanic, and 2% Asian. Based on 15 - 16 data, we have fifteen ELL students and 37 IEP students. The school is 100% free and reduced lunch. We have sustained a partnership with a local business, Quality Steel, for approximately 20 years.

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

Cleveland is a rural town in the Mississippi Delta with a population of approximately 13,000. The poverty rate is 34%. The population of Cleveland is comprised of 50% black, 47% white, 1% Hispanic, and 1% Asian. Cleveland has two major businesses, Delta State University and Baxter.

CLEVELAND SCHOOL DIST (614) Public District - FY 2017 - PEARMAN ELEMENTARY SCHOOL (614032) Public School - School Plan - Rev 0

Check the box that reflects your school accountability designation

Two-Year School Accountability Designation

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

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

We do not have consistent data to compare the years 15 & 16 to determine whether AMO's were met. During the 15 school year, students completed the PARCC assessment. Whereas, during the 16 school year, students completed the MAP assessment. Based on previous data, Pearman has not met AMO's.

Students have completed the NWEA MAP assessment the last two years. When comparing the 16/17 fall data to the 15/16 fall data, it indicates that our current 3rd graders decreased in proficiency in the areas of Reading, Language, and Math when compared to last years 3rd graders. The 4th and 5th graders increased in the areas of Reading, Language, and Math when compared to last years 4th and 5th graders.

Elementary and Middle Schools

	Language Arts		Mathematics		Science		Participation Rate	
	14-15	15-16	14-15	15-16	14-15	15-16	14-15	15-16
Proficiency	26.8	9.9	11.6	3.3	38.9	25	-	
Growth All Students	53.6	42.4	20.5	35.4			100	100
Growth Low 25%	58.9	50	52.6	50				
	2014-15				2015-16			
Accountability Grade	C				C			
Total Points	263				216			

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

Our data indicates that the percentage of students who are scoring proficient has decreased significantly in Language Arts, Math, and Science. However, there were two different tests administered both years. The PARCC test was administered during the 14 - 15 school year. Whereas, the MAP test was administered during the the 15 - 16 school year. The data can not be compared in Language and Math. However, the test remained the same in Science both years. I attribute the drop in the percentage of students scoring proficient in Science to a teacher resigning mid year. She struggled with classroom management issues so there was instructional time lost for half of the school year.

High Schools

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

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

N/A

CLEVELAND SCHOOL DIST (614) Public District - FY 2017 - PEARMAN ELEMENTARY SCHOOL (614032) Public School - School Plan - Rev 0

College and Career Readiness 11th Grade ACT Scores

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

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

N/A

Student Promotion Data (% Promoted)

Year	K	1	2	3	4	5	6	7	8
2014-15	90%	96.49%	89.74%	90.91%	100%	97.5%	0%	0%	0%
2015-16									

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

Our promotion rates for the 15-16 school year are listed below:

K - 90.5%

1st - 91.1%

2nd - 98%

3rd - 100% (one with Good Cause Exemption)

4th - 100%

5th - 100%

The 2nd grade students from the 14-15 school year had the lowest promotion rate overall. Those same students completed the Reading Summative Assessment during the 15-16 school year, and passed with a 98% pass rate. The

pass rate on the test indicates that the students who moved on from the 2nd grade during the 14-15 school year, were prepared for the challenges of 3rd grade during the 15-16 school year.

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

We have transitions days in an effort to allow our students to become familiar with the teacher(s), expectations, and content. During the second semester, our fifth grade students transition to Margaret Green Junior High School, and Headstart students transition into our kindergarten classes. During the transition day with Headstart, our entire school transitions to the next grade for approximately one hour.

CLEVELAND SCHOOL DIST (614) Public District - FY 2017 - PEARMAN ELEMENTARY SCHOOL (614032) Public School - School Plan - Rev 0

Out-of-School Suspensions

	2014-15		2015-16	
	Total Number of Days	Percent of Total Number of Days	Total Number of Days	Percent of Total Number of Days
All	55		39	
IEP	5	9.09%	8	20.51%
EL	0	0%	0	0%
Asian	0	0%	0	0%
BLK/AA	51	92.73%	33	84.62%
His/Lat	0	0%	0	0%
NAM	0	0%	0	0%
NH/PI	0	0%	0	0%
White	4	7.27%	6	15.38%

What discipline issues if any impact student achievement/growth?

We had 55 days of out of school suspension during the 14-15 school year, and 39 during the 15-16 school year. Our total number of days of out of school suspension reduced by 16 days. Of those 39 days during the 15-16 school year, 33 days (85%) were from black students and 6 (15%) from white students. Our school population is comprised of 65% black and 26% white.

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

We implement Positive Behavior Intervention & Supports (PBIS) throughout the school. Our students receive Cowboy Cash for being safe, responsible, and respectful. The students are able to purchase items and attend PBIS events by paying for those with their Cowboy Cash. If students misbehave, they are not allowed to participate. We also implement Check In Check Out. Students who are identified on a behavior baseline as needing a behavior intervention, participate in Check In Check Out. Each day, the students checks in with a mentor, the classroom teachers complete a

form which indicates whether the students met their goal, and the students checks out with the mentor at the end of the school day. If the student met their goal, the mentor provides them with a reward.

Summarize other factors impacting climate and culture. (optional)

CLEVELAND SCHOOL DIST (614) Public District - FY 2017 - PEARMAN ELEMENTARY SCHOOL (614032) Public School - School Plan - Rev 0

Language Arts

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		SATP2/Eng. II	
2015	MAP	48.7	MAP	43	MAP	52	MAP	57.5	Select...		Select...		Select...		Select...	
2016	MAP	53	MAP	33.3	MAP	30.8	MAP	35.5	Select...		Select...		Select...		Select...	

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

**SA - State Assessment

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

When comparing the 14 - 15 school year to the 15 - 16 school year, the students' test data decreased from the 1st year to the second year in all grades levels. I compared the 2nd grade data from 14 - 15 to the same students data from 15 - 16. I used the same process for the other grade levels. As a whole, our students performed much better during the 14 - 15 school year than during the 15 - 16. The 4th graders in 14 - 15 more than likely dropped during the 15 - 16 due to their teacher being out on sick leave from October until February.

Mathematics

Year	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Algebra I	
2015	MAP	36	MAP	29.5	MAP	30.9	MAP	52.5	Select...		Select...		Select...		Select...	
2016	MAP	59	MAP	42.2	MAP	20	MAP	11.1	Select...		Select...		Select...		Select...	

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

**SA - State Assessment

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

When comparing the 14 - 15 school year to the 15 - 16 school year, the students' test data decreased from the 1st year to the second year in all grades levels except 2nd grade. I compared the 2nd grade data from 14 - 15 to the same students data from 15 - 16. I used the same process for the other grade levels. As a whole, our students performed much better during the 14 - 15 school year than during the 15 - 16. We had a 5th grade math teacher resign in December during the 15 - 16 school year. A new graduate was hired in January to fill that position, but it was determined that a 3rd grade math teacher would move into the 5th grade position. The new graduate filled the teaching position in the 3rd grade classroom. The significant drop in the 5th grade data can most likely be attributed to the fact that the teacher who held the position in 5th grade until December did not have classroom management under control.

Our students participated in a research study with Renaissance during the 15 - 16 school year. The students were required to practice Accelerated Math every day for twenty minutes. The data causes me to question whether the students were getting the amount of instructional time they needed to be successful.

Subject Area Data Grades 9-12

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

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

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

N/A

ESEA Annual Measurable Objectives

Reading/Language Arts

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

Mathematics

Group	2014-2015			2015-2016		
	AMO Goal	%Prof	+/-	AMO Goal	%Prof	+/-
All						
AI/AN						

Asian						
Blk/AA						
His/Lat						
NH/PI						
Multi-Racial						
White						
Female						
Male						
ED						
LEP						
IEP						

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

CLEVELAND SCHOOL DIST (614) Public District - FY 2017 - PEARMAN ELEMENTARY SCHOOL (614032) Public School - School Plan - Rev 0**Teacher Retention Trends**

	1 to 3 years		4 to 10 years		11 to 20 years		21 plus years	
Year	#	%	#	%	#	%	#	%
2014-15	5	26	3	16	9	47	2	11
2015-16	5	28	4	22.2	8	44.4	1	.05

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

We recruit teachers at Pearman by cultivating a respectful climate. Our teachers work together well and collaborate as much as possible. Each month they vote on who they believe to be recognized as "Superhero of the Month". That individual receives a reward for their outstanding performance. Staff members are also rewarded for perfect attendance each month. They receive a coupon which allows them to take a 30 minute break or leave 30 minutes early.

Teachers are evaluated on a regular basis using M-STAR. They are provided feedback about the observation so they can grow professionally.

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

Teachers and paraprofessionals are interviewed and credentials are reviewed prior to being hired. They are placed in areas in which their credentials identify them as being "highly qualified".

Teachers and paraprofessionals are provided opportunities to attend professional development trainings. Teachers are encouraged to seek out professional development trainings that will help them improve their overall performance.

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

Our paraprofessionals are utilized in the classroom as an assistant teacher. Teachers and assistant teachers

differentiate instruction in small group settings. There are times during the school day in which the paraprofessionals are not needed in the classroom. They are then pulled from the classroom in order to conduct Rtl interventions. Teachers teach the state approved MSCCR Standards. Teachers use a variety of learning methods so that all learning styles are addressed.

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

We use various resources that we have available to us. We use Journeys Reading textbooks and Envision Math textbooks. Teachers also pull resources from websites such as fcrr.org, biguniverse.com, and k-5mathteachingresources.com. All students 1st - 4th grades have iPads. Students use the iPads to engage in an online program, eSpark, for 60 minutes each week in reading and math.

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

Teachers use the Gradual Release Model (I do, we do, you do). Students are provided opportunities learn in cooperative learning groups/centers. Teachers also differentiate instruction by using STAR and MAP data.

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

No, there will be no funds used to extend learning time.

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

Teachers have been provided information on Norman Webb's Depth of Knowledge. Teachers create rigorous academic assessments to improve achievement of students and the overall instructional program. Each grade level meets weekly with myself and the MDE Literacy Coach. Students month our students progress monitor in Renaissance. The week after testing, we discuss our data in our grade level meetings.

Professional Development Planning

Identified Priority Needs	Data Sources
Differentiated Instruction	Needs Assessment
Using Technology to Enhance Instruction	Needs Assessment
Classroom Management	Needs Assessment
Response to Intervention	Needs Assessment

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

Teachers meet with the principal and MDE Literacy Coach three weeks out of each month. We discuss data, a literacy focus topic, and teachers determine one topic. After analyzing the Needs Assessment data, I have determined that we will shift our topics to content, process, and product. These topics will provide us opportunities to discuss and learn more about the curriculum, pacing guide, scaffolding document, differentiated instruction, using technology, classroom management, Response to Intervention, weekly assessments, MAP and STAR data, and summative evaluations. Teachers also have access to an online program, Master Teacher PD, that was purchased with Title I money.

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

Our professional development meetings will address the highest ranked professional development topics on the 15 - 16 Needs Assessment. Also, by changing the topic categories to content, process, and product, we will have a better focus on three areas that will improve student outcomes.

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

Teachers will become familiar with the state standards, the test blueprint, and the scaffolding document. Teachers will

examine all three documents, and then identify the highest point value standards, the most difficult to master, the easiest to master, and the performance task. Teachers will also engage in professional talks about classroom management, differentiated instruction, using technology, and Response to Intervention. We will use the Master Teacher PD materials that were purchased with Title I money to conduct these professional talks.

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

The school will evaluate the improvement of its instructional and leadership practices by analyzing STAR data on a monthly basis and MAP data in January.

Family and Community Involvement

Identified Priority Needs	Data Sources
Information About Assessments & Grading	Needs Assessment
Information About Curriculum and Learning Goals	Needs Assessment

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

The biggest challenge around family involvement is that parents do not show up for the different academic events offered by the school. The strength around the community involvement is the partnership our school has maintained with a local business for nearly 20 years.

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

We analyze assessment results by providing parents a copy of their child's data. I communicate the results of the data by reviewing tables and examples on a large PowerPoint presentation. Parents are given opportunities to ask questions regarding their child's data. Teachers assist parents in understanding the results too. Parents are also provided with a Parent Report for their records.

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

Parents are asked to attend a meeting. During the meeting, parents review the Parent Compact with the principal, and they are asked whether any changes need to be made. The Parent Compact is implemented by reviewing it with each person involved (parent, teacher, student, & administrator). Each person signs off on the compact and the parent receives a copy.

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

Year	K	1	2	3	4	5	6	7	8
2014-15	20:2	19:2	20:1	22:1	21:1	20:1	N/A	N/A	N/A
2015-16	21:2	23:2	18:1	23:1	20:1	22:1	N/A	N/A	N/A

Stakeholder Decision Making

	Yes/No	Comments (optional)
Teachers are involved in decision-making and school procedures.	<input type="checkbox"/> Yes	
Teachers have a role in deciding what assessments will be used to evaluate individual students or the program as a whole.	<input type="checkbox"/> Yes	
School committees and other decision-making bodies make it easier for teachers, parents, paraprofessionals, support staff, and students to be heard.	<input type="checkbox"/> Yes	
Stakeholders take part in developing solutions to identified problems.	<input type="checkbox"/> Yes	

Describe the need for class size reduction teachers.

N/A

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Summarize what's working in your school and why?

According to the Needs Assessment, teachers and parents feel that our school is doing a good job in the areas of ELA and Math. Teachers surveyed said that the use of interactive whiteboards have increased teachers' ability to maximize instructional practices in the classroom. Teachers also indicated they feel like technology is sufficiently available to support instruction. Eighty-nine percent of teachers indicated that teachers have a sense of common mission. Ninety-two percent of parents said the educational program offered to students is of high quality. Eighty-five percent of parents said they feel the teachers hold high expectations for student learning.

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

Thirty-nine percent of teachers indicated on the Needs Assessment they do not have adequate time each day to prepare for teaching. Fifty percent of teachers feel they need more professional development on differentiated instruction, 50% need training on using technology to enhance instruction, and 38.9% need classroom management.

Thirty-one percent of parents feel student behavior is a problem, and they also feel bullying of students is not addressed quickly and effectively by school staff and administrators.

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

Professional development training on classroom management
Student behavior problems / bullying
Differentiating instruction
Using technology to enhance instruction
Additional time for planning (This has already been addressed.)

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Plan Items ()

G 1) District-Level: Increased academic achievement in all core subject areas for all students

Description:

District-Level: Students' academic performance in core subject areas will be influenced positively through the implementation of scientifically based interventions, programs and professional development.

School-Level: We implement data-driven interventions. We use MAP data, Renaissance STAR data, and classroom data to determine whether interventions are needed. If the data indicates that an intervention is needed, we look at specific areas that need to be addressed. Data is also used in the decision-making process when purchasing programs and implementing professional development training.

Performance Measure:

District-Level: 3%-5% increase in the number of students who score at grade level or above as measured by MAP assessments in core subjects during the fall, winter and spring MAP testing windows.

S 1.1) District-Level: Supplemental reading material and researched based interventions and programming

Description:

District-Level: Supplemental reading materials and researched based interventions and programming will be purchased for schools using Title I funds. Title II funds will be used to support teacher training for any new programs and interventions as well as provide refresher training.

S 1.2) District-Level: Prof Develop- Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance especially in the core subject areas.

S 1.3) District-Level: Increased teaching force

Description:

District-Level: Hire highly-qualified teachers to assist in the effort to increase academic gains in all core areas

[S] 1.4) District-Level: RTI Interventionist

Description:

District-Level: Personnel designed to assist schools in implementing academic and behavioral interventions.

[S] 1.5) District-Level: Library and media specialists

Description:

District-Level: Each Title I school, where it is allowable, will have a full time librarian this will allow students to have consistent access to text. This accessibility should increase the students fluency and comprehension skills, if the student is reading a text that is at his/her reading ability level.

[S] 1.6) District-Level: Instruments to Track Student Progress

Description:

District-Level: Use scientifically based research (screening, diagnostic and classroom achievement) assessment instruments to track individual student progress and inform instruction that is aligned with standards.

[S] 1.7) District-Level: Instructional & Educational Materials

Description:

District-Level: Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district.

[S] 1.8) District-Level: Attract and retain upper level instructors in the 4 core subjects

Description:

District-Level: To assist in preparing students for college, the district will offer teachers of upper level subjects a stipend for agreeing to teach those classes. The placement of these instructors will also assist the district in increasing the overall ACT score for the district.

[S] 1.9) District-Level: ELL Pull out program

Description:

District-Level: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/ language arts and mathematics

[S] 1.10) District-Level: Art in Education

Description:

District-Level: Through art instruction, students will be allowed to expand their imagination and critical thinking skills, both of which are important to reading comprehension and writing.

[S] 1.11) District-Level: Student Exposure through travel

Description:

District-Level: Students will be provided the opportunity to experience places that connect with places and things being studied in the classroom. They will also have the opportunity to compete academically i.e. TSA

[S] 1.12) District-Level: School Nurse

Description:

District-Level: Through the hiring of a additional school nurse, the district will be able to maintain the current attendance rate. Attendance is important to student academic achievement.

[G] 2) District-Level: Decrease the number of discipline referrals resulting in out of school suspensions of African American males and students with IEPs

Description:

District-Level: Implement research based methods and tracking systems and classroom strategies that will assist schools in fair and consistent discipline practices.

School-Level: Teachers implement a behavior management system in their classroom in which they reward students for their positive behavior and give consequences to students who have negative behavior. For students who exhibit frequent negative behavior, teachers conduct a behavior baseline to determine whether a behavior intervention is needed. If the baseline indicates a behavior intervention is needed, the student is placed on Check In Check Out. We will track discipline referrals using a document created by another principal in Numbers.

Performance Measure:

District-Level: Decrease in the number of office referrals received by African American males and students with IEPs as measured through review of discipline reports in SAMs on a weekly basis. Decrease the number of out of school suspension days by 3-5% for African American students by the end of the FY 16-17 school year.

School-Level: The Leadership Team will review discipline reports weekly to determine the where, when, and why of each referral. We

will target the areas with the most referrals by observing the students in the areas in which the most referrals are reported.

[S] 2.1) District-Level: PBIS

Description:

District-Level: Positive Behavior Intervention and Support will be implemented to assist those students who are having disciplinary issues. The goal is to decrease the number of disciplinary infractions incurred and to allow schools to focus on the 3-5% that will rise to the top as in need of Tier III behavioral interventions.

[S] 2.2) District-Level: In School Suspension Facilitator

Description:

District-Level: In- School Suspension will be used in lieu of Out of School suspension for infraction that warrant discipline.

[S] 2.3) District-Level: Professional Development for those working with At- Risk Students

Description:

District-Level: The district will provide training to teachers, administrators and instructional and support staff who work with at- risk students on a daily basis.

[G] 3) District-Level: Integration of technology into the curriculum

Description:

District-Level: Increase the ability of teachers to use technology in the classroom as a method to increase student engagement and academic achievement.

School-Level: As indicated in the Needs Assessment, teachers would like to be more proficient integrating technology into instruction. We will begin to learn more about various types of technology during our grade level PLC's.

Performance Measure:

District-Level: 3-5% increase in academic outcomes and student engagement in all core subject areas as measured by MAP and state assessments.

School-Level: Teachers will rate themselves on proficiency with technology and student engagement before learning about various types of technology in PLC's. Once the PLC's have concluded, teachers will rate themselves and student engagement again. We will compare student academic achievement to determine whether there was an increase or decrease in overall student performance.

[S] 3.1) District-Level: Technology that Impacts Teaching & Learning

Description:

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

G 4) District-Level: Reading/Language Arts

Description:

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

School-Level: All elementary school principals analyzed the 15 - 16 MAP state test data. We collaborated to determine a district goal for all elementary schools. Our goal is "To increase our percentage of proficient students in ELA from 27.6% to 40%".

Performance Measure:

District-Level: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment.

School-Level: We will compare the 15 - 16 MAP state test data to the 16 - 17 MAP state test data in July 2017 to determine whether the percentage of students increased to 40% proficient or above.

S 4.1) District-Level: Before/after/summer school activities

Description:

District-Level: Summer activity to increase student academic outcomes in all areas, especially reading and mathematics.

S 4.2) District-Level: Instructional & Educational Materials

Description:

District-Level: Purchase supplemental instructional and educational materials that support the scientifically research based curriculum of the district. Culturally relevant and high- interest books and materials will be provided in an effort to assist students in increasing the time spent engaged in reading. These instructional resources will also serve as a means to support reading instruction and intervention.

S 4.3) District-Level: Academic Intervention Facilitator

Description:

District-Level: Academic facilitator to provide assist in overseeing the implementation of academic interventions.

S 4.4) District-Level: Tutoring Services to address reading

Description:

District-Level: The Cleveland School District will partner with Delta Reads Plus AmeriCorps Program to provide students at elementary schools with additional support in the area of reading.

G 5) District-Level: Early Learning Opportunities

Description:

District-Level: Promote early learning through the implementation of a Pre-K program at Bell Elementary and a Kindergarten Boot camp at Nailor Elementary

Performance Measure:

District-Level: Increase the promotion rate from Kindergarten to first grade by 5%. Increase the number of students who enter Kindergarten ready to learn by 5% as measured by the STAR Early Literacy Assessment.

S 5.1) District-Level: Address district or school achievement issues

Description:

District-Level: Address the Annual Measurable Objectives and specific gaps in achievement among subgroups causing the district to be identified as District in Need of Improvement/Subgroup Improvement or school to miss Annual Measurable Objectives or be identified as Priority or Focus.

G 6) District-Level: Increase Parental Involvement

Description:

District-Level: Increase the number of parents who participate in their students academic and social success.

School-Level: We will increase the number of parents who participate in their students academic and social success. Our school committees will survey parents to determine events and times they would be interested in.

Performance Measure:

District-Level: Increase in the number of parents who actively participate and who are engaged in the academic process.

School-Level: We will compare the number of parent participants to the number of participants we had during the 15 - 16 school year.

S 6.1) District-Level: Parent Education Involvement

Description:

District-Level: Provide workshops, materials and other training opportunities using a variety of delivery systems to support parents in helping their children improve in all subject areas as well as mentally and socially.

G 7) District-Level: Ensure that the Title In Program is guided effectively.

Description:

District-Level: The Federal Program Director will work to ensure that the district application is implemented as written.

Performance Measure:



District-Level: 3-5% increase in student academic outcomes as measured my state assessments in the areas of math and language arts.

S 7.1) District-Level: Address district or school achievement issues

Description:

District-Level: Address the Annual Measurable Objectives and specific gaps in achievement among subgroups causing the district to be identified as District in Need of Improvement/Subgroup Improvement or school to miss Annual Measurable Objectives or be identified as Priority or Focus. This will be done by the Federal Program Director guiding school administrators through the analysis and implementation of data as a means to drive instruction and promote student academic achievement, by connecting the data to the school-wide plan.

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Required Items [Expand All] [Collapse All]	Component Met
<p>1) Needs Assessment</p> <p>Include a needs assessment of entire school and subgroups including racial/ethnic, economically disadvantaged, students with disabilities, English learners and including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to Mississippi College-And Career-Ready Standards.</p> <p>Explanation</p> <p>Pearman Elementary School is a k - 5 Title I school in Cleveland, MS. Our school is a relatively small school with a population of approximately 270 students and 13 classroom teachers. Our school population is comprised of 65% black, 26% white, 7% Hispanic, and 2% Asian. Based on 15 - 16 data, we have 15 ELL students and 37 IEP students. The school is 100% free and reduced lunch. We have sustained a partnership with a local business, Quality Steel, for approximately 20 years. Our data indicates that the percentage of students who are scoring proficient has decreased significantly in Language Arts, Math, and Science from the 14 - 15 school year to the 15 - 16 school year. However, there were two different tests administered both years. The PARCC test was administered during the 14 - 15 school year. Whereas, the MAP test was administered during the the 15 - 16 school year. The data can not be compared in Language and Math. However, the test remained the same in Science both years. I attribute the drop in the percentage of students scoring proficient in Science to a teacher resigning mid year. She struggled with classroom management issues so there was instructional time lost for half of the school year.</p>	
<p>2) School-wide Reform Strategies</p> <p>Describe school-wide reform strategies to improve achievement in the lowest achieving students. Include strategies to provide opportunities for all children to meet proficiency; strengthen the core academic program; increase the amount and quality of learning time, before- and after-school and summer program opportunities and a rich and accelerated curriculum; strategies to meet needs of historically underserved populations; services which might include counseling, pupil services, mentoring services, college and career awareness and preparation, integration of career and technical education programs. Address how the school will determine if such needs have been met and are consistent with the state and LEA plans. Describe how services will be provided to students that receive services from the Homeless Education and Migrant Education programs. Sec.1114(b)(1)(B)</p> <p>Explanation</p> <p>There are a few of school-wide reform strategies that will be implemented this school year, and they will hopefully improve student achievement in the lowest achieving students. We will analyze individual student data more closely to identify needed interventions. We will also change our focus topics for our PLC's to content, process, and product. These focus topics will guide our PLC's to be</p>	

more strategic and effective. Teacher professional development will be directed to meet the needs of the teachers. They will be surveyed regularly to determine the areas they feel they need to grow professionally. Parents will be provided opportunities to come into the school to learn more about curriculum/learning goals and assessment/grading policies.

3) **Timely Assistance**

Describe how timely assistance will be given to struggling students. Address effective, timely assistance of interventions for students who experience difficulty in attaining the proficient or advanced level of the academic content standards. Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance of interventions.

Explanation

The RtI team meets on a monthly basis to analyze RtI students' performance on their current interventions. We also analyze all students performance in the classroom at that point. We meet with the teachers of the students who are struggling academically to better understand the issues the student is experiencing. If it is determined that a student needs an intervention, the teacher conducts an academic baseline to determine the area to address.

4) **Instruction by Highly Qualified Staff**

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

Explanation

All of our teachers meet MDE's highly qualified requirements. We use standards from M-STAR to continually strive for teacher effectiveness. We will continually strive to improve by identifying areas of growth. We will focus our PLC's on those areas of growth.

5) **Attracting High Quality/Effective Teachers**

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

Explanation

We have built a collaborative, respectful, and student-centered culture in our school. Teachers have opportunities to be recognized for their outstanding performance inside and outside the classroom.

6) **Professional Development**

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

Explanation

Three weeks out of each month, teachers meet with the principal and MDE Literacy Coach in PLC's to discuss content, process,

and product. The needs identified in the Needs Assessment will be addressed during these PLC's. Parents will be given a survey to identify services that will aid in student achievement.

7) **Increase Parental Involvement**

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

Explanation

We will increase the number of parents who participate in their students academic and social success. Our school committees will survey parents to determine events and times they would be interested in. We will divide the survey into the categories of Literacy, Math, Science, and Social.

8) **Coordination of Programs**

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

Explanation

The federal, state, and local agencies are coordinated in where they direct Title money. The different agencies focus their resources, services, and programs on those students who are in need due to homelessness, poverty, and educationally at-risk students. The purpose of Title I is to provide additional instructional services and activities which will assist those students identified as failing or most at risk of failing the state's challenging performance standards in mathematics, reading, and writing.

9) **Transitioning Preschool Students**

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

Explanation

We will continue to coordinate with the local Head Start programs to provide Head Start children with an opportunity to visit our kindergarten classes.

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

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

Explanation

During our grade level PLC's, our teachers will evaluate the rigor of their teacher made assessments, the standards students are mastering, strategies that were used when teaching the skills assessed, and identify additional strategies that will improve student performance.

Required Items [Expand All] [Collapse All]	Component Met
<p>1) Plan for Identified Students Ensure that planning for participating students is incorporated into existing school planning.</p> <p>Explanation</p> <div></div>	<p>┐</p>
<p>2) Resources for Identified Students Address use Title I, Part A resources to help participating children meet the State's student performance standards expected for all children.</p> <p>Explanation</p> <div></div>	<p>┐</p>
<p>3) Effective Instructional Strategies Address instructional strategies which give primary consideration to providing extended learning time such as extended school year, before- and after-school, and summer programs and opportunities; help provide an accelerated, high-quality curriculum; minimize pull-outs removing children from the regular classroom during regular school hours for Title I, Part A instruction.</p> <p>Explanation</p> <div></div>	<p>┐</p>
<p>4) Coordination with Regular Education Program Address coordination with and support of the regular education program which may include, counseling, mentoring and other pupil services; college and career awareness and preparation; services to prepare students for the transition from school to work; and services to assist preschool children's transition to elementary school.</p> <p>Explanation</p> <div></div>	<p>┐</p>

5) **Instruction by Highly Qualified Staff**

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

Explanation

6) **Professional Development**

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

Explanation

7) **Increase Parental Involvement**

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

Explanation

8) **Effective Implementation**

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

Explanation

Preschool Programs

CLEVELAND SCHOOL DIST (614) Public District - FY 2017 - PEARMAN ELEMENTARY SCHOOL (614032) Public School - School Plan - Rev 0

1. Provide a clear and concise statement of the goals and underlying philosophy of the LEA's proposed preschool program.
2. Describe how the preschool program will be coordinated and integrated with other preschool education services.
3. Describe the curriculum to be used and how it achieves a balance between large group, small group, and individual activities.
4. List the LEA's multiple educationally related, objective screening criteria developed to select children for its pre-kindergarten program.
5. Describe the LEA's provisions for ensuring the preschool participation of children who were: (a) enrolled in Head Start or migrant education programs in the previous two years; or (b) are homeless or (c) neglected or delinquent.
6. Describe how the LEA will comply with Mississippi Early Learning Standards for Classrooms Serving Four-Year-Old Children
7. Describe how the progress of preschool program children will be monitored, how often, and how results will be used.
8. Describe how support and professional development will be provided to parents and how this support will enable parents to be involved in the education of their children and how often the support will be provided.
9. Describe how preschool activities will be linked, coordinated with Head Start including children's records, system of communication, and meetings to discuss the development and other needs of individual children.
10. Describe the transition of children from preschool programs, including Head Start, to elementary school and how training will be provided to ensure smooth transition.

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3 1. How many years has the school not met AMOs?

2. Has the school leadership established a sense of urgency and shared accountability for meeting school improvement objectives? Explain process.

The state department has not been able to determine whether we have met AMO's for the past two school years due to the change in state tests. However, the three years before we did not meet AMO's.

Yes, the school leadership has established a sense of urgency and shared accountability for meeting school improvement objectives. The school leadership team established goals for ELA, Math, and 3rd Grade Reading. The team also established strategies for achieving those goals. The team shared the goals and strategies with the remainder of the staff. The team developed an accountability system using "thermometers" outside the school office. This system holds all grade levels accountable for their students' data monthly (Star Reading, Star Early Literacy & Star Math).

3. Has the LEA and school aligned professional development and evaluation systems to improve instructions? Explain process.

Yes, the LEA and school provide professional development on a regular basis based on teacher needs and requests. Teacher evaluations and questionnaires are used to determine professional development needs. The principal and MDE literacy coach both observe teachers to identify areas in need of improvement. We conduct PLC's after school and during planning periods to improve those areas. Teachers have also completed questionnaires in order for us to determine the areas in which they wish to be trained.

4. Does LEA and school monitor and respond to benchmark/interim data, including all leading and lagging indicators? Explain process with specific timelines.

Yes, the LEA and school regularly monitor the benchmark/interim data. Students are assessed with two different assessments (MKAS and MAP) three times a year (Fall, Winter, & Spring). However, we also progress monitor monthly using Star. We use the data from the assessments to drive instruction. Teachers use the reports from both to ability group students for instructional purposes.

5. Does the LEA and school align allocation of resources (money, time, personnel, etc.) to school improvement goals? Explain.

The school leadership team analyzed test data in order to determine the areas in most need and the resources that would improve the school goals. The LEA and school also held meetings with parents and teachers in order to determine resources they feel would improve the goals.

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Required Documents

This page is currently not accepting Related Documents.

Appendix D

- **Current Priority School Action Plan**

Mississippi Department of Education
Schools At-Risk Action Plan
2016-2017

District Name: Cleveland School District

School Name: Pearman Elementary School

District and School Actions	Strategies <i>What should take place to complete the goal? How will the goal be accomplished?</i>	Resources <i>What resources (people, materials, funding) are needed to address the strategy?</i>	Responsible Staff <i>Who will be responsible for ensuring that the strategy is completed?</i>	Timeline <i>What are the start and end dates?</i>	Update <i>What happened and when did it take place?</i>	Expected Outcomes <i>How will you know that the strategy is effective?</i>
LEADERSHIP						
Goal(s): To provide leadership that supports and drives the turnaround effort						
District Action(s):	<ul style="list-style-type: none"> Provide the School Building Administrator with intensive leadership training Continue with district learning walks with an instructional focus 	NISL	District Leadership Team	February 2017 – ongoing September 2016 – ongoing		Improved accountability rating
School Action(s):	<ul style="list-style-type: none"> School Leadership Team will conduct classroom observations twice a month and provide feedback School Building Administrator will conduct regular classroom observations 	<ul style="list-style-type: none"> Staff School Leadership Team School Building Administrator 	<ul style="list-style-type: none"> School Leadership Team School Building Administrator 	February 2017 – ongoing		Improved accountability rating
CURRICULUM AND INSTRUCTION						
Goal(s): Ensure that shared curriculum practices by external provider, district sponsor, and professional development are implemented with fidelity within all classrooms.						
District Action(s):	<ul style="list-style-type: none"> Meet with external providers to establish goals. District Leadership Team, MTSS, and Instructional Coaches will conduct monthly classroom observations. 	<ul style="list-style-type: none"> Funding for external provider & district sponsor Staff for observations 	District Leadership Team	February 2017 – ongoing		Change in teacher practice Decrease the number of students scoring level 1 and 2

Mississippi Department of Education
Schools At-Risk Action Plan
2016-2017

District Name: Cleveland School District

School Name: Pearman Elementary School

School Action(s):	<ul style="list-style-type: none"> Conduct classroom observations to ensure that professional development is implemented Review lesson plans to ensure changes in teacher practice as a result of professional development Monitor assessments for rigor 	<ul style="list-style-type: none"> Feedback Lesson plans Assessments 	School Building Administrator	February 2017 – ongoing		Decrease the number of students scoring level 1 and 2 Teacher growth as evidenced through MS Educator & Administrator Professional Growth System
PROFESSIONAL DEVELOPMENT						
Goal(s): Provide opportunities for teacher and student growth through professional development and teacher peer observations.						
District Action(s):	<ul style="list-style-type: none"> Professional Development will be provided for ELA unit planning in grades k – 5 and Math Curriculum updates for grades 3 – 5 from the Menu Of Services Provide MS Educator & Administrator Professional Growth System professional development 	MDE DAAIS Funding	District Leadership Team	February 13, 2017 February 2017 – ongoing		District Leadership Team establishes measureable outcomes for external providers
School Action(s):	<ul style="list-style-type: none"> School PD calendar to address teacher needs based on surveys, classroom observations, and student achievement results Provide opportunities for peer observations of highly effective teachers 	<ul style="list-style-type: none"> Funding Highly effective teachers School PD Calendar Survey results 	<ul style="list-style-type: none"> Teachers School Building Administrator 	February 2017 – ongoing		Teacher growth as evidenced through MS Educator & Administrator Professional Growth System Increase student achievement

Mississippi Department of Education
Schools At-Risk Action Plan
2016-2017

District Name: Cleveland School District

School Name: Pearman Elementary School

District and School Actions	Strategies <i>What should take place to complete the goal? How will the goal be accomplished?</i>	Resources <i>What resources (people, materials, funding) are needed to address the strategy?</i>	Responsible Staff <i>Who will be responsible for ensuring that the strategy is completed?</i>	Timeline <i>What are the start and end dates?</i>	Update <i>What happened and when did it take place?</i>	Expected Outcomes <i>How will you know that the strategy is effective?</i>
CLIMATE AND SAFETY						
Goal(s): To implement strategies and practices to improve school culture and climate.						
District Action(s):	<ul style="list-style-type: none"> Administer a pre and post School Culture and Climate Survey and analyze results Monitor results from Title I Comprehensive Needs Assessment 	Survey	District Leadership Team	February 2017 – ongoing		Increase staff morale as evidenced by posttest data
School Action(s):	<ul style="list-style-type: none"> Analyze survey results and create a plan if needed Continue implementation of PBIS Partner with community stakeholders to provide incentives for behavior and academic growth 	<ul style="list-style-type: none"> PBIS incentives Academic growth incentives 	<ul style="list-style-type: none"> School Building Administrator Community stakeholders 	February 2017 – ongoing		Increase staff morale and student achievement
ASSESSMENT						
Goal(s): Increase the percentage of students scoring proficient on the Mississippi Assessment Program test						
District Action(s):	<ul style="list-style-type: none"> District data meetings following each MAP (NWEA) progress monitoring assessment Provide interventions designed to target areas of need inclusive of ELA, math, and science 	<ul style="list-style-type: none"> Funding for universal screener District Leadership Team Funding for academic tutors 		February 2017 – ongoing		Increase the number of students scoring proficient in ELA, math, and science on MAP

**Mississippi Department of Education
Schools At-Risk Action Plan
2016-2017**

District Name: Cleveland School District

School Name: Pearman Elementary School

School Action(s):	<ul style="list-style-type: none"> • Monitor interventions to ensure they are implemented with fidelity • Monitor classroom assessments for rigor 	<ul style="list-style-type: none"> • Academic tutors • Funding for interventions 	<ul style="list-style-type: none"> • Staff • School Building Administrator 	August 2016 – ongoing		Increase the number of students scoring proficient in ELA, math, and science on MAP
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Board President: George L. Evans
(Printed Name)

George L. Evans
(Signature)

Date: 2-16-17

Superintendent: Jacquelyn C. Thigpen
(Printed Name)

Jacquelyn C. Thigpen
(Signature)

Date: February 17, 2017

Principal: Julie Garrett
(Printed Name)

Julie Garrett
(Signature)

Date: February 8, 2017

School Board Approval Date: February 13, 2017

Appendix E

Needs Assessment

- **Needs Assessment from MCAPS 2015/2016**
 - **Needs Assessment from MCAPS 2016/2017**
-
- **Performance Framework (baseline data and performance goals)**

Appendix E

Needs Assessment from MCAPS 2015/2016

PEARMAN ELEMENTARY SCHOOL

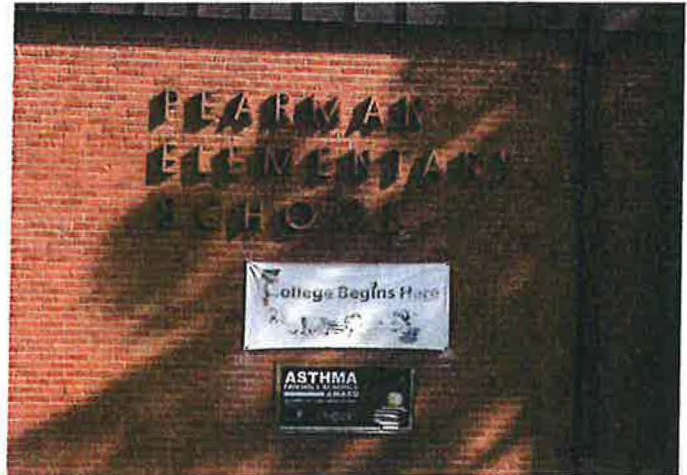
INTRODUCTION

Pearman Elementary School is located at 420 Robinson Drive, Cleveland, Mississippi. Currently, it serves approximately two hundred and sixty-one (261) students in kindergarten through fifth grade (K-5). The mission of Pearman Elementary is "to build a strong foundation for lifelong learning by nurturing, directing, and challenging all of our students to achieve their maximum potential as successful citizens in an ever-changing complex society."

The school's vision is, "Pearman Elementary students will be educated in an organized learning environment that is safe, drug-free, and promotes respect for diversity."

GOALS

- ❖ Pearman Elementary will develop and maintain a rigorous curriculum, reflective of the state frameworks, designed to allow for instruction to meet the needs of all students and attains the district's goal of Star School or High Performing School.
- ❖ Students of Pearman Elementary will be engaged in research-based instructional strategies that promote student achievement, foster critical thinking, and prepare for lifelong success.
- ❖ Pearman Elementary will recruit and retain highly qualified teachers and administrators and provide a professional development system that improves the effectiveness of our educational system.
- ❖ Pearman Elementary will foster collaborative relationships with parents, community, and local businesses to ensure that each student is achieving their maximum potential.
- ❖ All Pearman Elementary staff will utilize technology to maximize student achievement and performance.
- ❖ Pearman Elementary will invest fiscal resources responsibly and effectively to accomplish the district's mission.



ENROLLMENT

Numbers of students enrolled at Pearman Elementary School in 2014-2015 and currently are shown in TABLE 19. Pearman Elementary School enrollment has increased somewhat for the current school year. Over the past two years, demographics have shifted to become slightly more diverse. TABLE 20 illustrates the number of students enrolled disaggregated by subgroups for 2015 and 2016.

ENROLLMENT BY GRADE		
Grade	2014-2015	2015-2016
Kindergarten	45	42
SPED Kindergarten	N/A	*
Elementary SPED	N/A	*
Grade 1	52	39
Grade 2	39	56
Grade 3	41	44
Grade 4	41	33
Grade 5	35	47
Total Enrollment	253	261

Table 19: Pearman Elementary School Enrollment

DEMOGRAPHIC ENROLLMENT				
SUBGROUP	2014-2015		2015-2016	
	#	%	#	%
Female	136	53.8%	139	53.3%
Male	117	46.2%	122	46.7%
Asian	*	*	*	0.0%
Black	168	66.4%	170	65.1%
Hispanic	18	7.1%	17	6.5%
Native American	0	0.0%	*	0.0%
Pacific Islander	0	0.0%	*	0.0%
White	62	24.5%	68	26.1%
Multi-Racial	*	*	*	0.0%

Table 20: Pearman Elementary School Demographics

ASSESSMENTS

[NOTE: PLEASE SEE "CHANGES IN ASSESSMENT AND ACCOUNTABILITY" ON PAGE 23 FOR AN EXPLANATION OF THE SIGNIFICANCE OF VARIOUS ASSESSMENTS.]

PEARMAN ELEMENTARY SCHOOL MCT²

2012-2014 Pearman Elementary School MCT2 % Proficient and Advanced

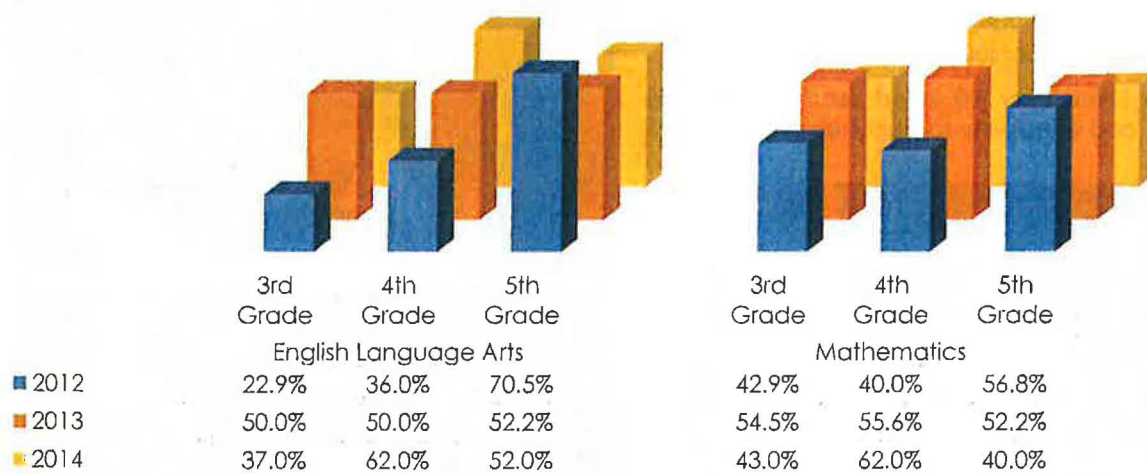


Figure 28: 2012-2014 Pearman Elementary School MCT2 % Proficient and Advanced

PEARMAN ELEMENTARY SCHOOL PARCC

2015 Pearman Elementary School
PARCC Grades 3-5
by Performance Level

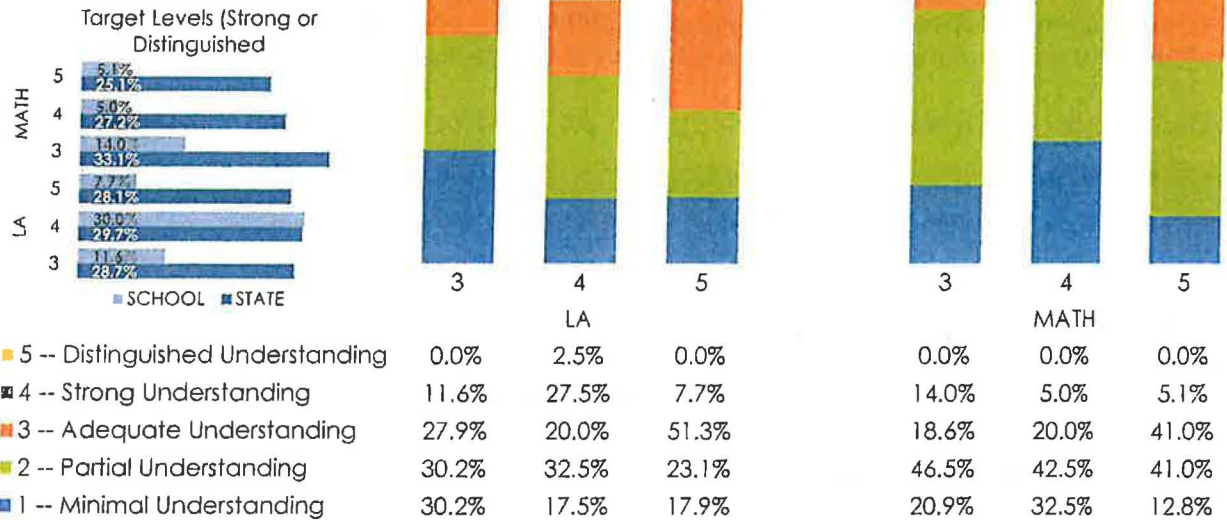


Figure 29: 2015 Pearman Elementary School PARCC Grades 3-5 by Performance Level

PEARMAN ELEMENTARY SCHOOL MKAS²

MKAS ² KINDERGARTEN READINESS ASSESSMENT	Fall 2014	Spring 2015	Scaled Score Gain 2014-2015	Fall 2015
	468	643	175	455
MKAS ² 3 RD GRADE READING			PASS	FAIL
			90.91%	9.09%

Table 21: Pearman Elementary School MKAS² Kindergarten and 3rd Grade Reading 2014-2015

PEARMAN ELEMENTARY SCHOOL MST²

2012-2014 Pearman Elementary School Grade 5 MST2 % Proficient and Advanced



Figure 30: 2012-2014 Pearman Elementary School Grade 5 MST2 % Proficient and Advanced

SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at Pearman Elementary School in the categories of Federal Programs, Curriculum and Instruction, Family and Community, School Context and Organization, School Improvement, Prekindergarten and Kindergarten, Technology, and Professional Development. Participants were also asked to write in responses to two open-ended statements. Responses are listed at the end of this section. Twenty-eight (28) faculty and staff members, thirteen (13) parents, and one hundred and thirty-five (135) students responded to the survey.

PEARMAN ELEMENTARY SCHOOL FACULTY AND STAFF SURVEY

Field summary for I9

Please indicate your certification status and your years of experience as an educator.

	1-3 years	4-10 years	11-20 years	21+ years
Certified Staff	22.2%	16.7%	38.9%	5.6%
Non-Certified Staff	11.1%	5.6%	0.0%	0.0%

FEDERAL PROGRAMS

Field summary for FP19

I have input into how federal dollars are spent in my school.

	Count	Percentage
Strongly Agree	1	5.6%
Agree	6	33.3%
Disagree	8	44.4%
Strongly Disagree	1	5.6%
Not Applicable or No Information	2	11.1%

Field summary for TFP7

I use disaggregated student data to inform classroom decisions and instructional practices.

	Count	Percentage
Strongly Agree	10	55.6%
Agree	4	22.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	22.2%

Field summary for TFP10

I use effective, research-based strategies for

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Developing and using classroom assessments	38.9%	44.4%	0.0%	0.0%	16.7%
Closing the achievement gap between diverse groups of students.	44.4%	38.9%	0.0%	0.0%	16.7%
Successful classroom management.	44.4%	38.9%	0.0%	0.0%	16.7%
Teaching special needs students.	33.3%	50.0%	0.0%	0.0%	16.7%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	33.3%	50.0%	0.0%	0.0%	16.7%

Field summary for TFP11

I contact parents every week.

	Count	Percentage
Strongly Agree	3	16.7%
Agree	11	61.1%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

Field summary for TFP17

The most common behavior problem in my classroom is:

	Count	Percentage
Off-task behavior	9	50.0%
Minor disruptions that steal instructional time	7	38.9%
Major classroom disruptions	1	5.6%
Other	1	5.6%

CURRICULUM AND INSTRUCTION

Field summary for CI10

The district's curriculum is rigorous in preparing students for college and beyond.

	Count	Percentage
Strongly Agree	4	22.2%
Agree	13	72.2%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI11

The district has a quality curriculum that is aligned with state and national standards.

	Count	Percentage
Strongly Agree	5	27.8%
Agree	12	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	4	22.2%
Agree	12	66.7%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Pearman Elementary School Faculty and Staff Survey

Field summary for CI44

The programs of this school (district) meet the requirement of students with special needs (handicapped, learning disabled, gifted and talented, etc.).

	Count	Percentage
Strongly Agree	2	11.1%
Agree	15	83.3%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI101

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
English/Language Arts	16.7%	66.7%	5.6%	0.0%	11.1%
Mathematics	11.1%	72.2%	5.6%	0.0%	11.1%
Science	0.0%	66.7%	22.2%	0.0%	11.1%
Social Studies	0.0%	66.7%	22.2%	0.0%	11.1%
Fine Arts	0.0%	33.3%	44.4%	0.0%	22.2%
Physical Education	11.1%	66.7%	11.1%	0.0%	11.1%
Health Education	0.0%	66.7%	16.7%	0.0%	16.7%
Foreign Language	0.0%	27.8%	33.3%	0.0%	38.9%
Career/Vocational Education	0.0%	27.8%	5.6%	0.0%	66.7%

Field summary for TC16

To my knowledge, most teachers here provide a variety of teaching strategies and learning activities to students.

	Count	Percentage
Strongly Agree	10	55.6%
Agree	4	22.2%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	16.7%

Field summary for TC17

I have access to a curriculum guide for each core subject I teach.

	Count	Percentage
Yes	17	94.4%
No	1	5.6%

Field summary for TC111

I frequently use the results of assessments to student learning to modify and adjust my teaching strategies to best meet the learning needs of my students.

	Count	Percentage
Strongly Agree	9	50.0%
Agree	6	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	16.7%

Field summary for TC114

I develop assessments that mirror the format & complexity of state assessments.

	Count	Percentage
Strongly Agree	4	22.2%
Agree	10	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	22.2%

FAMILY AND COMMUNITY

Field summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	8	44.4%
Agree	9	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	7	38.9%
Agree	10	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for FC60

Parents are involved and support school functions.

	Count	Percentage
Strongly Agree	3	16.7%
Agree	7	38.9%
Disagree	6	33.3%
Strongly Disagree	1	5.6%
Not Applicable or No Information	1	5.6%

SCHOOL IMPROVEMENT

Field summary for SACS2

School (district) leaders have established processes to develop the vision and improvement efforts for our school.

	Count	Percentage
Strongly Agree	3	16.7%
Agree	13	72.2%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for SACS4

My school (district) is currently using assessments that are aligned with student expectations and have a comprehensive assessment system based on clearly defined performance measures.

	Count	Percentage
Strongly Agree	3	16.7%
Agree	13	72.2%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for SACS5

My school (district) has adequate human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

	Count	Percentage
Strongly Agree	3	16.7%
Agree	12	66.7%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for SACS7

My school (district) has developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning.

	Count	Percentage
Strongly Agree	3	16.7%
Agree	14	77.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC54

Sensitivity to issues of racial and ethnic fairness is demonstrated by students, teachers, and administrators at our school.

	Count	Percentage
Strongly Agree	6	33.3%
Agree	9	50.0%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for SC56

Discipline policies are fair at this school.

	Count	Percentage
Strongly Agree	5	27.8%
Agree	7	38.9%
Disagree	4	22.2%
Strongly Disagree	1	5.6%
Not Applicable or No Information	1	5.6%

Field summary for TSC13

Technology is sufficiently available to support instruction.

	Count	Percentage
Strongly Agree	8	44.4%
Agree	10	55.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TSC14

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.

	Count	Percentage
Strongly Agree	6	33.3%
Agree	10	55.6%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for TSC45

Teachers here have a sense of common mission.

	Count	Percentage
Strongly Agree	7	38.9%
Agree	9	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

Field summary for TSC61

Teachers are regularly involved in the development of school policies.

	Count	Percentage
Strongly Agree	3	16.7%
Agree	9	50.0%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	22.2%

Field summary for TSC62

Teachers have a major role in curriculum development in this school.

	Count	Percentage
Strongly Agree	2	11.1%
Agree	7	38.9%
Disagree	3	16.7%
Strongly Disagree	2	11.1%
Not Applicable or No Information	4	22.2%

Pearman Elementary School Faculty and Staff Survey

Field summary for TSC69

Teachers are provided adequate time each day to prepare for teaching.

	Count	Percentage
Strongly Agree	3	16.7%
Agree	6	33.3%
Disagree	5	27.8%
Strongly Disagree	2	11.1%
Not Applicable or No Information	2	11.1%

Field summary for TSC71

When I need to talk with an administrator, I can do so with relative ease.

	Count	Percentage
Strongly Agree	6	33.3%
Agree	10	55.6%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for TSC72

If I have a discipline problem, the administration gives me the support I want.

	Count	Percentage
Strongly Agree	3	16.7%
Agree	10	55.6%
Disagree	3	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

Field summary for TSC76

All things considered, I am satisfied with being a teacher.

	Count	Percentage
Strongly Agree	6	33.3%
Agree	9	50.0%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

TECHNOLOGY

Field summary for TTEC6

Teachers receive adequate technology training and assistance with software trouble shooting to support and improve instruction in their classrooms.

	Count	Percentage
Strongly Agree	3	16.7%
Agree	12	66.7%
Disagree	2	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for TTEC7

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.

	Count	Percentage
Strongly Agree	4	22.2%
Agree	10	55.6%
Disagree	4	22.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for TTEC8

My biggest equipment needs are:

	Count	Percentage
Computers	8	44.4%
Software	1	5.6%
Mobile laptop computers	5	27.8%
Listening centers	6	33.3%
Interactive white board	4	22.2%
Classroom response system (clickers)	6	33.3%

PROFESSIONAL DEVELOPMENT

Field summary for TPD1

I would like to have more professional development in:

	Count	Percentage
Classroom management	7	38.9%
Differentiated instruction	9	50.0%
English language learners	0	0.0%
Depth of Knowledge	1	5.6%
Response to Intervention	7	38.9%
My specific content area	3	16.7%
Writing strategies	5	27.8%
Reading for at-risk students	4	22.2%
College and career ready standards	2	11.1%
Developing quality assessments	1	5.6%
Conflict resolution	3	16.7%
Successful inclusion strategies	3	16.7%
Interpreting and analyzing student data	3	16.7%
Using technology to enhance instruction	9	50.0%
Culture sensitivity	2	11.1%
Teaching and understanding students in poverty	1	5.6%
Other	0	0.0%

Field summary for TPD3

Sufficient resources are available to allow teachers to take advantage of professional development activities.

	Count	Percentage
Strongly Agree	0	0.0%
Agree	16	88.9%
Disagree	1	5.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.6%

Field summary for TPD4

Teachers have adequate time for opportunities to learn from each other (professional learning communities).

	Count	Percentage
Strongly Agree	2	11.1%
Agree	12	66.7%
Disagree	2	11.1%
Strongly Disagree	1	5.6%
Not Applicable or No Information	1	5.6%

Field summary for TPD5

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.

	Count	Percentage
Strongly Agree	2	11.1%
Agree	14	77.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.1%

Field summary for TPD6

The professional development I have received has been beneficial for me as a beginning teacher.

	Count	Percentage
Strongly Agree	1	5.6%
Agree	8	44.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	9	50.0%

OPEN-ENDED QUESTIONS

Note: The following responses have been edited for spelling and content. Every effort has been made to preserve the authentic voices of respondents. Omitted words are presented in brackets; words or phrases that are unclear are followed by possible interpretations in brackets. Irrelevant answers have been omitted (i.e. when the response said "not applicable" or did not make sense). Similar responses have been consolidated; multiple occurrences of the same response are marked. Responses, both positive and negative, that refer to specific faculty/staff members have been redacted. Redacted responses have been delivered separately to the appropriate administrative personnel.

Field summary for O1

Please comment about what your school or district does well. (Optional)

I love the choice of ESpark and new iPads in our room. I am eager to get more training on how to fully incorporate the iPads.

Great faculty relationships.

We have some of the best teachers in Mississippi.

Field summary for O2

Please comment about improvements your school or district should make. (Optional)

The district needs to send out more timely info to parents about upcoming events. There is often little or no time between the parents are told of events and the time of the event. Our particular school is trying to build up parent involvement which is a good thing and happening slowly.

Uniforms for students. Planning time for planning, not meetings.

Student behaviors have become more problematic and are becoming worse each school year.

I don't like calling in to work when I am very sick. It makes me feel as though I am disappointing my boss and my students. Also, sometimes I know at 3 a.m. that I will not be able to make it in but I feel forced to stay awake until 6:45 so that I can call my principal. There should be another call-in method utilized so that we can just call a number and request personal/sick leave. There are also not enough morning/afternoon duty personnel, so I feel discouraged from taking a sick day in the first place. I have to scramble to try and find someone to cover my duty post. Most people say no. This is the last thing someone who is sick or dealing with a family emergency should have to deal with. If I'm not able to get home and get well, I can't come back and be an effective teacher.

PEARMAN ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

Field summary for FP5

In my experience, teachers in my school (district) are highly qualified and effective.

	Count	Percentage
Strongly Agree	7	53.9%
Agree	6	46.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FP9

School nurses help improve student attendance and academic achievement.

	Count	Percentage
Strongly Agree	5	38.5%
Agree	4	30.8%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	15.4%

Field summary for FP16

Student behavior is rarely a problem.

	Count	Percentage
Strongly Agree	3	23.1%
Agree	6	46.2%
Disagree	1	7.7%
Strongly Disagree	3	23.1%
Not Applicable or No Information	0	0.0%

Field summary for FP19

I have input into how federal dollars are spent in my school.

	Count	Percentage
Strongly Agree	2	15.4%
Agree	8	61.5%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

Pearman Elementary School Parent Survey

Field summary for FP20

The 1% of my school's federal program allocation for parent involvement is being used effectively for parent involvement activities/resources.

	Count	Percentage
Strongly Agree	3	23.1%
Agree	7	53.9%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	15.4%

Field summary for PFP3

I have read and understood the Title I Parent School Compact.

	Count	Percentage
Yes	12	92.3%
No	1	7.7%

Field summary for PFP19

Are you aware that your child's school is a Title 1 School?

	Count	Percentage
Yes	12	92.3%
No	1	7.7%

Field summary for PFP20

Have you been invited to attend Title specific programming at your child's schools in the past?

	Count	Percentage
Yes	12	92.3%
No	1	7.7%

Field summary for PFP21

As a parent, I would like more information regarding:

	Count	Percentage
Testing and grades	9	69.2%
Safety in the schools	7	53.8%
Curriculum and learning goals	8	61.5%
Available technology and how it's used in the classroom	7	53.8%
How to contact my child's teacher	4	30.8%
Homework	5	38.5%
Other	0	0.0%

Field summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Abuse Prevention	1	7.7%
Computer Classes	6	46.2%
Conflict Resolution	2	15.4%
Discipline	2	15.4%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	1	7.7%
Health Classes	3	23.1%

Field summary for PFP22

I would like my child's school (district) to offer classes for parents on the following:

	Count	Percentage
Literacy Classes	3	23.1%
Math Classes	4	30.8%
Parent-to-School Relationships	3	23.1%
Parent/Child Communication	5	38.5%
Preparing for College	2	15.4%
Parenting Workshops	2	15.4%
Social Media Classes	1	7.7%
Stress/Anger/Management	3	23.1%
Understanding College- and Career-Ready Standards	2	15.4%

Field summary for PFP23

I would like my child's school (district) to offer information/classes on how to help me help my child in the following areas:

	Count	Percentage
Activities to help my child learn over the summer	7	53.8%
Help my child with homework	4	30.8%
How to motivate my child	3	23.1%
How to promote family reading	4	30.8%
How to set goals for my child	1	7.7%
Manage time	1	7.7%
Prepare my child for testing	9	69.2%
Understand my child's learning styles	5	38.5%
Other	0	0.0%

Field summary for PFP24

Please indicate ways in which you would like to see Title I Parental Involvement funds spent at the school and/or district level.

	Count	Percentage
District and/or school newsletters	5	38.5%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, education games, etc.)	9	69.2%
Resource materials for parental training	0	0.0%
Training for parents to work with other parents on becoming involved in the schools	5	38.5%
Travel expenses to attend parent involvement/PTA workshops and conferences.	3	23.1%
Other	0	0.0%

CURRICULUM AND INSTRUCTION

Field summary for CI9

Students are given a sufficient amount of homework to help them succeed at their studies.

	Count	Percentage
Strongly Agree	4	30.8%
Agree	6	46.2%
Disagree	3	23.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Pearman Elementary School Parent Survey

Field summary for CI26

The educational program offered to students in our school (district) is of high quality.

	Count	Percentage
Strongly Agree	6	46.2%
Agree	6	46.2%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI27

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	5	38.5%
Agree	6	46.2%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for CI101

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
English/Language Arts	46.2%	46.2%	7.7%	0.0%	0.0%
Mathematics	38.5%	46.2%	7.7%	7.7%	0.0%
Science	38.5%	38.5%	23.1%	0.0%	0.0%
Social Studies	38.5%	38.5%	23.1%	0.0%	0.0%
Fine Arts	38.5%	30.8%	15.4%	15.4%	0.0%
Physical Education	38.5%	46.2%	7.7%	7.7%	0.0%
Health Education	30.8%	30.8%	30.8%	7.7%	0.0%
Foreign Language	23.1%	23.1%	15.4%	23.1%	15.4%
Career/Vocational Education	30.8%	15.4%	23.1%	0.0%	30.8%

Field summary for PCI95

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.

	Count	Percentage
Strongly Agree	4	30.8%
Agree	6	46.2%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

Field summary for PCI96

Please indicate the ways in which communication takes place between you and your child's school.

	Count	Percentage
Active Parent	11	84.6%
Newsletter	4	30.8%
District website	4	30.8%
School website	5	38.5%
School Facebook page	2	15.4%
Other	2	15.4%

FAMILY AND COMMUNITY

Field summary for FC39

Our school (district) actively promotes parent/teacher communication.

	Count	Percentage
Strongly Agree	7	53.9%
Agree	3	23.1%
Disagree	3	23.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for FC59

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	6	46.2%
Agree	7	53.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for PFC76

I have been involved in more than one activity of at my child's school.

	Count	Percentage
Yes	11	84.6%
No	2	15.4%

[NOTE: QUESTION PFC77, BELOW, WAS ANSWERED ONLY BY THE 11 PEARMAN PARENTS WHO ANSWERED "YES" TO PFC76, ABOVE.]

Field summary for PFC77

Which type of activities have you attended?

	Count	Percentage
Sports/ Club	0	0.0%
Open House	9	69.2%
PTA/PTSA	9	69.2%
Data Night	7	53.8%
Science Night/Math/ Literacy Night	2	15.4%
Volunteer Opportunities/ Field Trip Chaperone	4	30.8%
Financial Aid/ College Readiness Workshops	0	0.0%
Other	1	7.7%

Pearman Elementary School Parent Survey

Field summary for PFC78

Bullying of students is addressed quickly and effectively by school staff and administrators.

	Count	Percentage
Strongly Agree	3	23.1%
Agree	3	23.1%
Disagree	3	23.1%
Strongly Disagree	1	7.7%
Not Applicable or No Information	3	23.1%

Field summary for PFC79

Our school (district) provides sufficient opportunities for parent involvement.

	Count	Percentage
Strongly Agree	5	38.5%
Agree	7	53.9%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for PFC82

The concerns of parents are reflected in decisions affecting our school.

	Count	Percentage
Strongly Agree	4	30.8%
Agree	6	46.2%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

Field summary for PFC84

Teachers regularly communicate with parents of their students.

	Count	Percentage
Strongly Agree	3	23.1%
Agree	7	53.9%
Disagree	2	15.4%
Strongly Disagree	1	7.7%
Not Applicable or No Information	0	0.0%

Field summary for PFC85

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.

	Count	Percentage
Strongly Agree	5	38.5%
Agree	6	46.2%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for PFC87

It is easy to get an appointment with the teachers or administrators of our school.

	Count	Percentage
Strongly Agree	4	30.8%
Agree	7	53.9%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

SCHOOL IMPROVEMENT

Field summary for SACS1

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	5	38.5%
Agree	6	46.2%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

Field summary for SACS2

School (district) leaders have established processes to develop the vision and improvement efforts for our school.

	Count	Percentage
Strongly Agree	4	30.8%
Agree	6	46.2%
Disagree	2	15.4%
Strongly Disagree	1	7.7%
Not Applicable or No Information	0	0.0%

Field summary for SACS8

Students, parents and school personnel show pride in the school campus and help keep it attractive.

	Count	Percentage
Strongly Agree	7	53.9%
Agree	6	46.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SC56

Discipline policies are fair at this school.

	Count	Percentage
Strongly Agree	6	46.2%
Agree	3	23.1%
Disagree	3	23.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	7.7%

Field summary for PSC113

As a whole, teachers are concerned about my son/daughter as an individual.

	Count	Percentage
Strongly Agree	5	38.5%
Agree	6	46.2%
Disagree	2	15.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for PSC123

School (district) personnel involve community services (mental health, law enforcement, etc.) to help meet students' needs.

	Count	Percentage
Strongly Agree	3	23.1%
Agree	6	46.2%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	23.1%

Field summary for PSC128

School (district) rules and regulations affecting students are reasonable.

	Count	Percentage
Strongly Agree	5	38.5%
Agree	7	53.9%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for PSC130

The school's grading policies and practices are administered fairly.

	Count	Percentage
Strongly Agree	5	38.5%
Agree	8	61.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Field summary for PSC131

The students and teachers of our school have a good working relationship with each other.

	Count	Percentage
Strongly Agree	3	23.1%
Agree	7	53.9%
Disagree	1	7.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	15.4%

Field summary for PSC132

Students show respect for each other.

	Count	Percentage
Strongly Agree	3	23.1%
Agree	5	38.5%
Disagree	1	7.7%
Strongly Disagree	2	15.4%
Not Applicable or No Information	2	15.4%

PREKINDERGARTEN AND KINDERGARTEN

[Note: These questions were answered only by the 9 Pearman Elementary School parent respondents with a child who is either currently attending or has recently completed preschool or kindergarten in this district.]

Field summary for PPK1

I am pleased with my preschooler's or kindergartener's progress in the following social skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Understanding the difference between right and wrong and recognizing and respecting authority figures.	55.6%	11.1%	22.2%	0.0%	11.1%
Communicating needs and feelings verbally in a socially appropriate manner and understanding/recognizing that other people have feelings.	55.6%	22.2%	11.1%	0.0%	11.1%
Playing independently or in a small group without needing to be constantly supervised.	55.6%	33.3%	0.0%	0.0%	11.1%
Beginning to take turns, share, converse and play with other children without needing to be reminded and uses polite language.	33.3%	55.6%	0.0%	0.0%	11.1%
Making decisions for himself/herself and exploring new experiences.	55.6%	22.2%	11.1%	0.0%	11.1%

Field summary for PPK2

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Reading skills like recognizing and writing letters, reading sight words like "the," "and," and "it," sounding out unfamiliar words.	44.4%	44.4%	0.0%	0.0%	11.1%
Writing skills like writing his/her own name, writing familiar words, and beginning to build and write sentences	44.4%	33.3%	11.1%	0.0%	11.1%
Mathematical skills like counting, recognizing the relationships between numbers, beginning to understand the concepts of "addition" and "subtraction," and recognizing shapes and measurements.	55.6%	33.3%	0.0%	0.0%	11.1%

Field summary for PPK2

I am pleased with my preschooler's or kindergartener's progress in the following academic skills:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
Social studies skills like understanding the concepts "past," "present," and "future," having a basic awareness of other cultures and time periods, and recognizing the uses of maps and globes.	33.3%	44.4%	0.0%	0.0%	22.2%
Science skills like forming conclusions based on observations and comparisons, awareness of the characteristics of living things.	33.3%	44.4%	0.0%	0.0%	22.2%

Field summary for PPK3

I know what my child is learning and must learn this school year.

	Count	Percentage
Strongly Agree	7	77.8%
Agree	1	11.1%
Disagree	1	11.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

OPEN-ENDED QUESTIONS

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Field summary for O1

Please comment about what your school or district does well. (Optional)

Pearman tries very hard to have parental involvement!

I like the communication that I have with my children's teachers. Whenever I contact them, they take the time to answer my questions or address my concerns.

Increasing technology to help them learn in the classroom.

The [administration] at Pearman is great with all the students and has information for the parent in the awareness of up coming events/ testing.

Pearman is a great school.

Hacen un buen trabajo y en lo personal me gusta que ngamos juntas podemos saber que esta pasando en la escuela, me gustaria uniforme para los estudiantes gracias. [Approximate translation: They do a good job and personally I like {?} together we can know what is happening at school, even for students like me thank you.]

Field summary for O2

Please comment about improvements your school or district should make. (Optional)

I think everything is good.

The school could use an after school program to help children out with homework/ class work at least an hour after school.

More tutoring for Spanish speaking students.

PEARMAN ELEMENTARY SCHOOL STUDENT SURVEY

CURRICULUM AND INSTRUCTION

Field summary for CI101

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
English/Language Arts	42.2%	42.2%	8.9%	1.5%	5.2%
Mathematics	45.9%	41.5%	8.9%	1.5%	2.2%
Science	58.5%	28.9%	5.9%	2.2%	4.4%
Social Studies	51.1%	40.0%	5.9%	0.0%	3.0%
Fine Arts	34.8%	28.2%	7.4%	11.1%	18.5%
Physical Education	51.9%	27.4%	10.4%	3.0%	7.4%
Health Education	36.3%	36.3%	8.2%	3.7%	15.6%
Foreign Language	24.4%	24.4%	21.5%	5.2%	24.4%
Career/Vocational Education	28.9%	23.0%	11.9%	6.7%	29.6%

Field summary for SCI144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	68	50.4%
Agree	50	37.0%
Disagree	13	9.6%
Strongly Disagree	4	3.0%
Not Applicable or No Information	0	0.0%

Field summary for SCI151

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	47	34.8%
Agree	68	50.4%
Disagree	10	7.4%
Strongly Disagree	8	5.9%
Not Applicable or No Information	2	1.5%

Field summary for SCI153

I use additional resources, beyond the textbooks for my classes, to help me with my school work.

	Count	Percentage
Strongly Agree	41	30.4%
Agree	59	43.7%
Disagree	22	16.3%
Strongly Disagree	4	3.0%
Not Applicable or No Information	9	6.7%

Field summary for SCI158

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	36	26.7%
Agree	68	50.4%
Disagree	17	12.6%
Strongly Disagree	6	4.4%
Not Applicable or No Information	8	5.9%

Field summary for SCI159

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	42	31.1%
Agree	66	48.9%
Disagree	15	11.1%
Strongly Disagree	6	4.4%
Not Applicable or No Information	6	4.4%

Field summary for SCI162

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	54	40.0%
Agree	60	44.4%
Disagree	11	8.2%
Strongly Disagree	6	4.4%
Not Applicable or No Information	4	3.0%

Field summary for SCI165

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	44	32.6%
Agree	47	34.8%
Disagree	27	20.0%
Strongly Disagree	14	10.4%
Not Applicable or No Information	3	2.2%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	61	45.2%
Agree	58	43.0%
Disagree	8	5.9%
Strongly Disagree	4	3.0%
Not Applicable or No Information	4	3.0%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	44	32.6%
Agree	60	44.4%
Disagree	22	16.3%
Strongly Disagree	4	3.0%
Not Applicable or No Information	5	3.7%

Field summary for SSC166

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	44	32.6%
Agree	56	41.5%
Disagree	24	17.8%
Strongly Disagree	9	6.7%
Not Applicable or No Information	2	1.5%

Field summary for SSC170

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	50	37.0%
Agree	61	45.2%
Disagree	12	8.9%
Strongly Disagree	5	3.7%
Not Applicable or No Information	7	5.2%

Field summary for SSC171

If I have a problem or suggestion for the principal, he/she is available.

	Count	Percentage
Strongly Agree	41	30.4%
Agree	61	45.2%
Disagree	22	16.3%
Strongly Disagree	6	4.4%
Not Applicable or No Information	5	3.7%

Field summary for SSC172

The people in the principal's office care about students as individuals.

	Count	Percentage
Strongly Agree	51	37.8%
Agree	57	42.2%
Disagree	16	11.9%
Strongly Disagree	6	4.4%
Not Applicable or No Information	5	3.7%

Field summary for SSC174

School spirit is very high at our school.

	Count	Percentage
Strongly Agree	38	28.2%
Agree	63	46.7%
Disagree	19	14.1%
Strongly Disagree	8	5.9%
Not Applicable or No Information	7	5.2%

OPEN-ENDED QUESTIONS

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Field summary for O1

Please comment about what your school or district does well. (Optional)

Read.

Encouraging us to do our best in learning.

Help me how to learn stuff that I don't know.

The way they teach us and treat us.

They always care if somebody is hurt. And ready to learn.

I for one think they do perfectly in 5th grade teachers. [math, reading, science, social studies, language arts, etc.] I love all my classes and try to score highly.

Everything.

Math.

They teach very well let us do fun things.

It does a lot of nice things for us.

They sign students in well, care about us and if we are sick they miss us and we have good field trip.

Set up game activity.

My school does well at making sure we understand and know.

Take care of students.

Raise money.

I get very good at school.

Don't make every school wear uniforms.

We need to work harder for the school average to go higher.

It helps kids on many things at this school.

They help us when we need help and there is always a teacher around when we need help.
 I think my class don't mean to hurt anyone.
 Our school district does a lot of nice things for our students and teachers they help us well. And I think they should get rewarded for it.
 They have good teachers and a good school district.
 They do well what they have to do for us and they help us well to get to the next grade and then we help other students.
 They do math real good.
 Test.
 I think my school and my district is fair because it gives you option to chose from like you can have candy at school.
 They teach well when they teach they talk loud and that good.
 They keep the school under control.
 They teach me well for me to succeed in life.
 My school in great.
 They tell teach us from right for wrong which I like.
 Work.
 My school district is kind of cool and I love my school so much because my school let you buy things and also lets you talk in the lunch room.
 My school is awesome and fun with all my friends.
 They care more about the student.
 The school district does well because they teach us well in that we learn.
 My school does really good in reading, math, science, and social studies.
 I think school is good because they teach math.
 My school district is really caring about us and also they really think we should have free time on Friday.
 Our school does good in P. E.
 My school Pearman Elementary School teaches very well because they help us learn more and they care about our education.
 They help me on my school work.
 They run the school well and they make sure we follow the rules well.
 They do lunch good and teaching and helping people.
 They do good.
 Teach. [10 other similar answers]
 They help us learn well in class and the more we learn we we'll get to go to college.
 I like it when I have fun.
 Helping kids out with bullying, and with our personal problems. [2 other similar answers]
 I like how the teacher encourages us to work and how they teach us great stuff.
 My school is doing a great job at helping. The teachers are giving us the correctly amount of work too.
 Science and math.
 I think that this is the best school in the world.
 My school tries to encourage us.

Field summary for O2

Please comment about improvements your school or district should make. (Optional)

Helps with students if kids need it.
 My school district needs better walls in the restrooms needed 100%.
 Get out of school at 1 o'clock.
 The improvement I think they should make is that I think they should get some tutors in the class to help each students with their problems with their work and I think they should have lots of things for the students that have lots of good grades.
 An art class and a football team.
 To let kids at every school bring electronic devices.
 Should make us do a lot of more work.
 Love the way I make better grades.
 My school has high expectations.
 I think they should. Well, actually I think this school is already awesome! So. Really this school is already awesome and I think it is already good. :).

Pearman Elementary School Student Survey

They should get some new desks.

I think they should have a talent show almost at the end of the school year.

Our school should let us bring snacks.

Keep the grass cut.

Give us students an education.

Really for me there are no improvements for my school, but there is one possibility, the level of disrespect and trouble is high and for me, that is highly scary.

We are doing a lot better in our school because we have the support of our whole school.

They should make improvements on not making people get in trouble.

They should do fun stuff at school.

I think that the teachers should get a lot of money.

They give me homework to take home.

The walls.

Teach.

Some times we make 100 90 and 80.

This school needs gym and music.

Let kids be out of school at 4:30.

Always be good. Don't talk too loud.

They should make football team and a running team named the Pearman.

Teachers should pass out 10 dollars cow boy cash.

They should make a improvement in bathrooms.

The test scores the tests and the decorating.

No ISS.

Taking tests.

My school should make a 4th grade bathroom and water fountain and we should have an hour free time every Friday.

We need a gym.

They should put a roof over the walls so nobody can hear all the commotion that's going on next door.

They should let us use technology more to help us do our work.

Every grade needs to have an iPad and bring our phones to school. People will learn better at school. 5th grade doesn't have an iPad yet.

They should make a lot of money.

Not to get rote up or sent to the office for every little thing we do or say.

They should make all a and they should not disrespect others.

A great school.

They should like give us tests early because we think like when school finishes we shouldn't have to do any work but have fun and enjoy our last day at school.

We should raise money for we could have a kickball team.

Candy is allowed.

To improve my school is to get better walls because they need to put them up to the ceiling.

Better events.

Bring rolling backpacks to school.

I learn everyday.

We should have better walls in the restrooms and the walls should touch the ceiling also better for the computer.

Playground.

I think that they need to let the kids sit some where out side of not on the ground like chairs.

Appendix E

Needs Assessment from MCAPS 2016/2017

PEARMAN ELEMENTARY SCHOOL

INTRODUCTION

Pearman Elementary School is located at 420 Robinson Drive, Cleveland, Mississippi. In 2016-2017, it serves approximately two hundred seventy (270) students in kindergarten through fifth grade (K-5). The mission of Pearman Elementary is "to build a strong foundation for lifelong learning by nurturing, directing, and challenging all of our students to achieve their maximum potential as successful citizens in an ever-changing complex society."

The school's vision is, "Pearman Elementary students will be educated in an organized learning environment that is safe, drug-free, and promotes respect for diversity."



GOALS

- ❖ Pearman Elementary will develop and maintain a rigorous curriculum, reflective of the state frameworks, designed to allow for instruction to meet the needs of all students and attains the district's goal of Star School or High Performing School.
- ❖ Students of Pearman Elementary will be engaged in research-based instructional strategies that promote student achievement, foster critical thinking, and prepare for lifelong success.
- ❖ Pearman Elementary will recruit and retain highly qualified teachers and administrators and provide a professional development system that improves the effectiveness of our educational system.
- ❖ Pearman Elementary will foster collaborative relationships with parents, community, and local businesses to ensure that each student is achieving their maximum potential.
- ❖ All Pearman Elementary staff will utilize technology to maximize student achievement and performance.
- ❖ Pearman Elementary will invest fiscal resources responsibly and effectively to accomplish the district's mission.

ENROLLMENT

Numbers of students enrolled at Pearman Elementary School in 2015-2016 and 2016-2017 are shown in TABLE 19. Pearman Elementary School enrollment has increased somewhat for the current school year. Over the past three years, demographic ratios have shifted toward a more diverse population. TABLE 20 illustrates the number of students enrolled disaggregated by subgroups for 2016 and 2017.

ENROLLMENT BY GRADE		
Grade	2015-2016	2016-2017
Pre-Kindergarten	*	*
SPED Pre-K	*	*
Kindergarten	42	35
SPED Kindergarten	*	*
Elementary SPED	*	*
Grade 1	39	41
Grade 2	56	40
Grade 3	44	65
Grade 4	33	44
Grade 5	47	45
Total Enrollment	261	270

Table 19: Pearman Elementary School Enrollment



DEMOGRAPHIC ENROLLMENT				
SUBGROUP	2015-2016		2016-2017	
	#	%	#	%
Female	139	53.3%	142	52.6%
Male	122	46.7%	128	47.4%
Asian	*	0.0%	*	0.0%
Black	170	65.1%	167	61.9%
Hispanic	17	6.5%	20	7.4%
Native American	*	0.0%	*	0.0%
White	68	26.1%	80	29.6%
Multi Racial	*	0.0%	*	0.0%
Pacific Islander	*	0.0%	*	0.0%

Table 20: Pearman Elementary School Enrollment by Subgroup



ACCOUNTABILITY

2015 Pearman Elementary School Accountability

2015 Official Accountability Rating: **C**; 2014 Final Accountability Rating: **C**; 2015 Accountability Rating w/o waiver: **D**

Grade: C Total Points: 263	Reading	Mathematics	Science
PROFICIENCY	26.8	11.6	38.9
GROWTH ALL STUDENTS	53.6	20.5	Participation Rate
GROWTH LOW 25%	58.9	52.6	100.0

Figure 84: 2015 Pearman Elementary School Accountability

2016 Pearman Elementary School Accountability			
Grade: F Total Points: 216	Reading	Mathematics	Science
PROFICIENCY	9.9	3.3	25.0
GROWTH ALL STUDENTS	42.4	35.4	Participation Rate
GROWTH LOW 25%	50.0	50.0	100.0

Figure 85: 2016 Pearman Elementary School Accountability

ASSESSMENT

[NOTE: PLEASE SEE "CHANGES IN ASSESSMENT AND ACCOUNTABILITY" BEGINNING ON PAGE 3 FOR AN EXPLANATION OF THE SIGNIFICANCE OF VARIOUS ASSESSMENTS.]

PEARMAN ELEMENTARY SCHOOL MKAS²

MKAS ² KINDERGARTEN READINESS ASSESSMENT	Fall 2014	Spring 2015	NET GAIN	Fall 2015	Spring 2016	NET GAIN	Fall 2016
	468	643	175	455	664	209	491

MKAS ² 3 RD GRADE READING	Initial 2015		All 2015		Initial 2016		All 2016	
	PASS	FAIL	PASS	FAIL	PASS	FAIL	PASS	FAIL
	72.73%	27.27%	90.91%	9.09%	77.80%	22.20%	>=95%	<=5%

Figure 86: Pearman Elementary School MKAS² Kindergarten Readiness and Third Grade Reading

PEARMAN ELEMENTARY SCHOOL MST²

2014 and 2016 Pearman Elementary School
Grade 5 MST² % Proficient and Advanced


Figure 87: 2014 and 2016 Pearman Elementary School Grade 5 MST² % Proficient and Advanced

PEARMAN ELEMENTARY SCHOOL PARCC

2015 Pearman Elementary School
PARCC Grades 3-5
by Performance Level

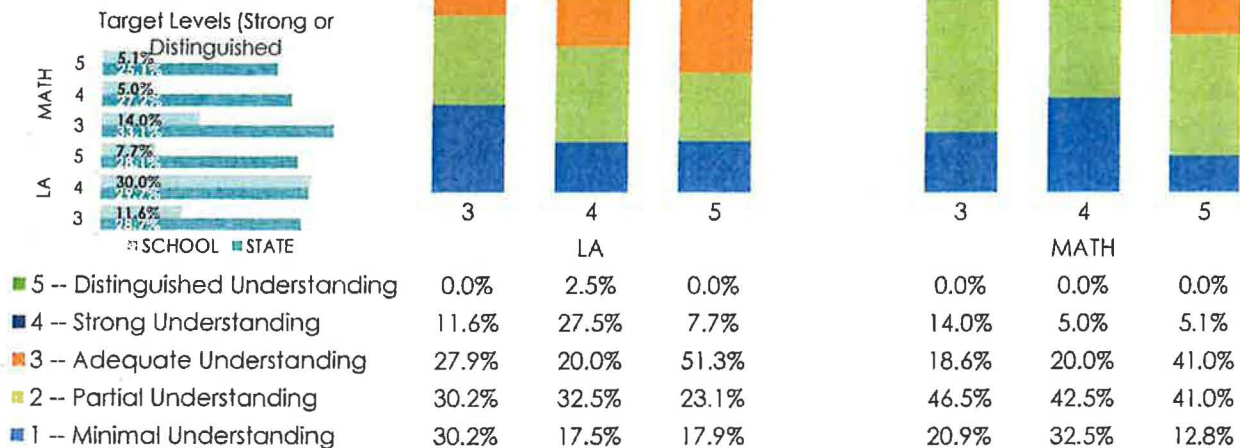


Figure 88: 2015 Pearman Elementary School PARCC Grades 3-5 by Performance and Target Level

PEARMAN ELEMENTARY SCHOOL MAP

2016 Pearman Elementary School English/Language Arts MAP
Performance Percentages by Grade Level

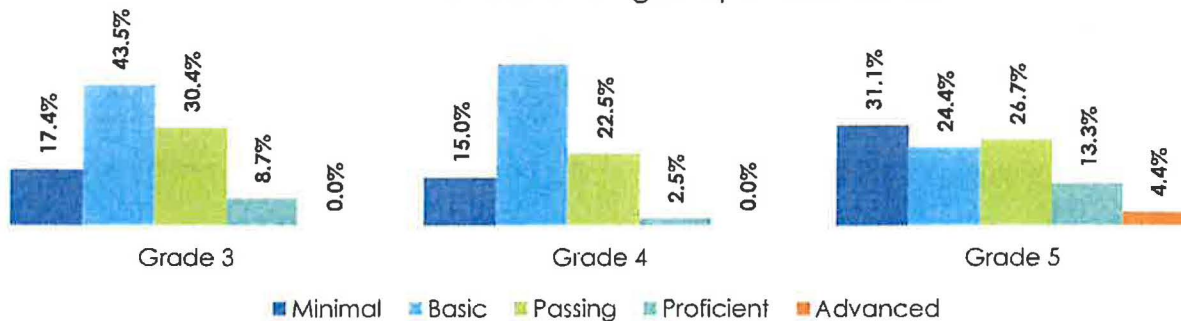


Figure 89: 2016 Pearman Elementary School English/Language Arts MAP Performance % by Grade Level

2016 Pearman Elementary School Mathematics MAP Performance
Percentages by Grade Level

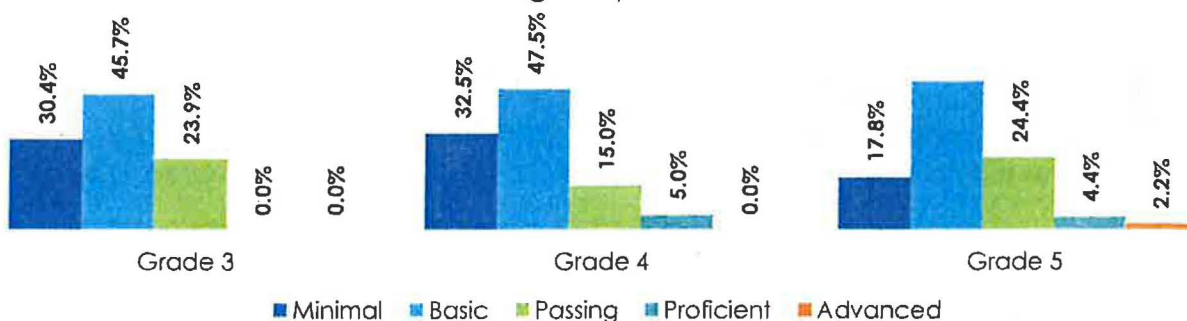
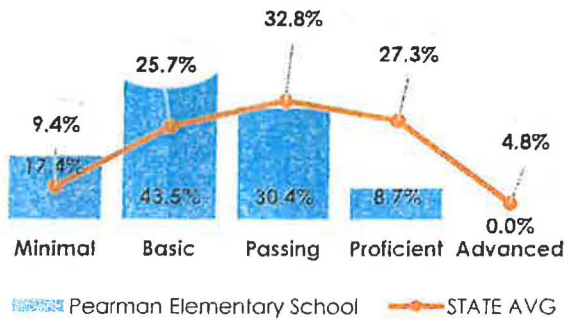


Figure 90: 2016 Pearman Elementary School Mathematics MAP Performance % by Grade Level

Pearman Elementary School
English/Language Arts MAP %
Grade 3



Pearman Elementary School
Mathematics MAP % Grade 3

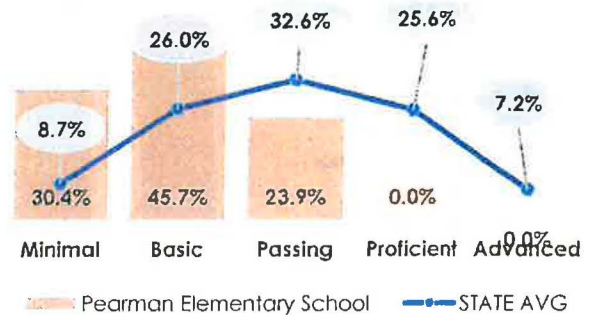
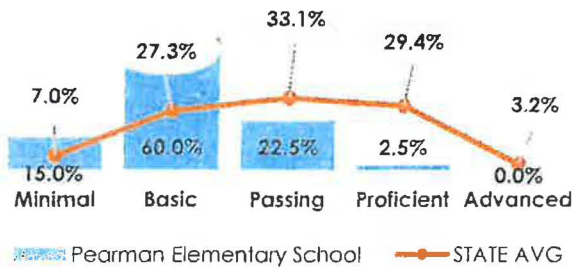


Figure 91: 2016 Pearman Elementary School MAP % Grade 3

Pearman Elementary School
English/Language Arts MAP %
Grade 4



Pearman Elementary School
Mathematics MAP % Grade 4

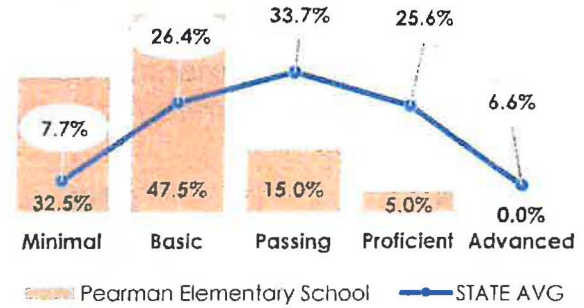
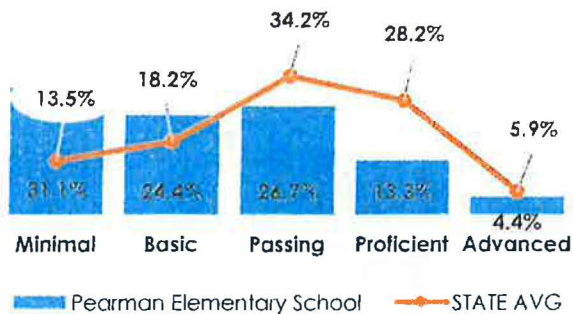


Figure 92: 2016 Pearman Elementary School MAP % Grade 4

Pearman Elementary School
English/Language Arts MAP %
Grade 5



Pearman Elementary School
Mathematics MAP % Grade 5

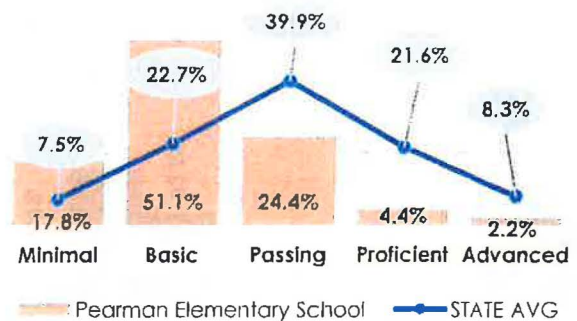


Figure 93: 2016 Pearman Elementary School MAP % Grade 5

SURVEY RESULTS

The following tables detail responses to the Comprehensive Needs Assessment Survey from stakeholders at Pearman Elementary School in the categories of Federal Programs, Curriculum and Instruction, Family and Community, School Improvement, Preschool and Kindergarten, Technology, and Professional Development. Participants were also asked to write in responses to two open-ended statements. An analysis of those responses is included at the end of each stakeholder section. Nine (9) faculty and staff members, five (5) parents, and one hundred eleven (111) students responded to the survey. Neither faculty nor parent response was large enough for disaggregation.

PEARMAN ELEMENTARY SCHOOL STUDENT SURVEY

CURRICULUM AND INSTRUCTION

Field summary for CI101

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable or No Information
English/Language Arts (reading, writing, speaking, listening)	48.6%	37.8%	7.2%	1.8%	4.5%
Mathematics	45.9%	35.1%	11.7%	3.6%	3.6%
Science	64.0%	24.3%	6.3%	3.6%	1.8%
Social Studies	51.4%	31.5%	10.8%	4.5%	1.8%
Fine Arts (music, visual arts, dance, drama)	48.6%	29.7%	9.9%	4.5%	7.2%
Physical Education	45.0%	24.3%	20.7%	5.4%	4.5%
Health Education	50.5%	27.0%	16.2%	1.8%	4.5%
Foreign Language	27.0%	27.9%	27.0%	2.7%	15.3%
Career/Vocational Education	43.2%	26.1%	17.1%	6.3%	7.2%

Field summary for SC1144

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	55	49.5%
Agree	43	38.7%
Disagree	12	10.8%
Strongly Disagree	1	0.9%
Not Applicable or No Information	0	0.0%

Field summary for SC1151

Homework that I am expected to complete helps me improve my learning.

	Count	Percentage
Strongly Agree	50	45.0%
Agree	45	40.5%
Disagree	10	9.0%
Strongly Disagree	3	2.7%
Not Applicable or No Information	3	2.7%

Field summary for SCI153

I use additional resources, beyond the textbooks for my classes, to help me with my school work.

	Count	Percentage
Strongly Agree	35	31.5%
Agree	50	45.0%
Disagree	14	12.6%
Strongly Disagree	7	6.3%
Not Applicable or No Information	5	4.5%

Field summary for SCI158

In addition to written tests, students are provided with a variety of ways to demonstrate their learning, such as by completing projects or portfolios.

	Count	Percentage
Strongly Agree	40	36.0%
Agree	42	37.8%
Disagree	12	10.8%
Strongly Disagree	9	8.1%
Not Applicable or No Information	8	7.2%

Field summary for SCI159

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	44	39.6%
Agree	46	41.4%
Disagree	10	9.0%
Strongly Disagree	8	7.2%
Not Applicable or No Information	3	2.7%

Field summary for SCI162

Teachers are concerned that students learn the subjects they teach.

	Count	Percentage
Strongly Agree	58	52.3%
Agree	38	34.2%
Disagree	9	8.1%
Strongly Disagree	5	4.5%
Not Applicable or No Information	1	0.9%

Field summary for SCI165

Teachers are willing to give students individual help outside of class time.

	Count	Percentage
Strongly Agree	44	39.6%
Agree	39	35.1%
Disagree	15	13.5%
Strongly Disagree	9	8.1%
Not Applicable or No Information	4	3.6%

SCHOOL CONTEXT AND ORGANIZATION

Field summary for SSC156

I am satisfied with the availability of technology (e.g., computers, programs) at our school.

	Count	Percentage
Strongly Agree	60	54.1%
Agree	34	30.6%
Disagree	9	8.1%
Strongly Disagree	4	3.6%
Not Applicable or No Information	4	3.6%

Field summary for SSC157

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	38	34.2%
Agree	45	40.5%
Disagree	16	14.4%
Strongly Disagree	4	3.6%
Not Applicable or No Information	8	7.2%

Field summary for SSC166

My teachers give me personal encouragement in my school work.

	Count	Percentage
Strongly Agree	45	40.5%
Agree	43	38.7%
Disagree	12	10.8%
Strongly Disagree	4	3.6%
Not Applicable or No Information	7	6.3%

Field summary for SSC170

A counselor is available if I need help in solving personal problems.

	Count	Percentage
Strongly Agree	42	37.8%
Agree	41	36.9%
Disagree	11	9.9%
Strongly Disagree	9	8.1%
Not Applicable or No Information	8	7.2%

Field summary for SSC171

If I have a problem or suggestion for the principal, he/she is available.

	Count	Percentage
Strongly Agree	36	32.4%
Agree	35	31.5%
Disagree	20	18.0%
Strongly Disagree	11	9.9%
Not Applicable or No Information	9	8.1%

Field summary for SSC172

The people in the principal's office care about students as individuals.

	Count	Percentage
Strongly Agree	46	41.4%
Agree	41	36.9%
Disagree	11	9.9%
Strongly Disagree	7	6.3%
Not Applicable or No Information	6	5.4%

Field summary for SSC174

School spirit is very high at our school.

	Count	Percentage
Strongly Agree	45	40.5%
Agree	42	37.8%
Disagree	13	11.7%
Strongly Disagree	2	1.8%
Not Applicable or No Information	9	8.1%

OPEN-ENDED QUESTIONS

Note: In response to two open-ended questions, stakeholders were invited to comment about what the school or district does well and about improvements that the school or district should make. Those responses are summarized below. Where volume of responses is extensive, editors have used a corpus software program to aid in concordancing and text analysis. Actual responses have been delivered digitally to the appropriate school district officials.

Students from Pearman Elementary School feel that the school does well in providing a safe learning environment that is conducive to the education process, making learning fun and engaging for students, and ensuring a high level of understanding in core subjects. One student commented, "I love Pearman because they try their very hardest to teach us the best!" Some students wish that better and more choices were offered for school lunch. They also feel that they need more time in the classroom, and complain that there is not enough technology available to students.



NOTES

Appendix E

- **Performance Framework (baseline data and performance goals)**

School: Pearman Elementary School

District: Cleveland School District

PERFORMANCE FRAMEWORK 5-YEAR GOALS

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

Schools are required to submit Baseline/Pre-data for the school year **prior** to the implementation of one of the six intervention models and for each subsequent year that the school implements the model. These goals will be updated once SY2016-2017 data becomes available.

5-YEAR GOALS

5-Year Goal - The goal to be achieved by the end of Year 5 of SIG implementation.

SIG Year 2 Goal - Goal for the end of Year 1 of full implementation.

SIG Year 3 Goal - Goal for the end of Year 2 implementation.

SIG Year 4 Goal - Goal for the end of Year 3 implementation.

SIG Year 5 Goal – Goal for the end of Sustainability Year. (Same as 5-Yr Goal)

METRIC 1 INTERVENTION MODEL

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

The Cleveland School District will be implementing the Transformation Model of School Improvement.

METRIC 2 AMO STATUS – **Not Applicable**

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

Was growth met or not met in the following areas?	Reading/ Language Arts		Mathematics		Other Academic Indicators		State Accountability Rating
	Met	Not Met	Met	Not Met	Met	Not Met	(notes)
Baseline/Pre-data							
5-Yr Goal							
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18							
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19							
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20							
SIG Year 5/ Sustainability Goal – FY 20-21							

METRIC 3 AYP TARGETS MET AND MISSED BY SUBGROUPS – Not Applicable

Identify by reading/language arts, mathematics, and other academic indicators whether AYP targets have been met or not met for each subgroup.

AMO Targets Mathematics	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 5/ Sustainability Goal – FY 20-21											

AMO Targets Mathematics	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 2/ Full Implementation Year 1 Goal – FY															
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 5/ Sustainability Goal – FY 20-21															

AMO Targets English/Language Arts	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 5/ Sustainability Goal – FY 20-21											

AMO Targets English/Language Arts	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 2/ Full Implementation Year 1 Goal – FY															
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 5/ Sustainability Goal – FY 20-21															

AMO Targets Other Academic Indicators	All Students		IEP			LEP			ED		
	Met	Not Met	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-data											
5-Yr Goal											
SIG Year 2/ Full Implementation Year 1 Goal – FY 17-18											
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19											
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20											
SIG Year 5/ Sustainability Goal – FY 20-21											

AMO Targets Other Academic Indicators	Asian			Black			Hispanic			Native American			White		
	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A	Met	Not Met	N/A
Baseline/Pre-															
5-Yr Goal															
SIG Year 2/ Full Implementation Year 1 Goal – FY															
SIG Year 3/ Full Implementation Year 2 Goal – FY 18-19															
SIG Year 4/ Full Implementation Year 3 Goal – FY 19-20															
SIG Year 5/ Sustainability Goal – FY 20-21															

METRIC 4 SCHOOL IMPROVEMENT STATUS – Not Applicable

No longer applicable due to the ESEA flexibility waiver

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

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

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

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

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

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

Types: 1-Longer school year

2-Longer school day

3-Before/After school

4-Summer school

5-Weekend school

6-Other (re-directed time within the school day)

	Total # of minutes	Increased # of minutes	Types of Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
4-Yr Goal	7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break 420 - Total Minutes of Instruction 178 full days for the year Adding: 90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time. 2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning break</u> 300 min – Total Min. of Instruction (30 extra minutes) Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day. Adding: 4800 minutes/80 hours Total Increase in Learning Time = 20880 minutes = 348 hours	Over the period of time from the 2017-2018 school year until June 30, 2021, Pearman Elementary will have gained a total of 67,500 minutes or 1125 hours		X					390/320 min per day= 70,060 min per year X 4 years = 280,240 min = 4670.6 hours	30/20 min per day= 5380 min per year X 4 years = 21,520 min = 358.6 hours	60 min per week X 36 weeks =2160 min X 4 years = 8640 min = 144 hours 30 min 1x per week during planning period 30 min 1x per week from 3:30-4:30
						X			210 min per day x 20 days = 4200 min per year X 4 years = 16,800 min = 280 hours	30 min per day x 20 days = 600 min per year X 4 years = 2400 min = 40 hours	60 min per day x 20 days = 1200 min per year X 4 years = 4800 min = 80 hours
									TOTAL CORE: 4670.6 + 280= 4950.6 HOURS	TOTAL ENRCHMT: 358.6 + 40= 398.6 HOURS	TOTAL PD: 144 HOURS

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
Baseline/ Pre-data SY 2016-2017	8:00 – 2:45 405 min -30 min. lunch Break \ -15 morning break - 30 Activity <u>Period</u> 330 Total Minutes of Instruction per day 178 days <u>X 330 min</u> 58,740 min 2 60% days <u>X 195 min</u> 390 min 58,740 min <u>+390 min</u> 59,130 Total Minutes of Instruction per year (985.5 hours)								300/180 min per day= 53,760 min per year = 869 hours	30/15 min per day= 5370 min per year = 89.5 hours	60 min per month district PD= 600 min per year = 10 hours

Explain calculations (clearly describe how you reached this number)

	Total # of minutes	Increased # of minutes	Types of Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 1 Actual SY 2017- 2018	7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break _____ 420 - Total Minutes of Instruction 178 full days for the year Adding: 90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time. 2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning break</u> 300 min – Total Min. of Instruction (30 extra minutes) Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day. Adding: 4800 minutes/80 hours	Total Increase in Learning Time = 20880 minutes = 348 hours		X					390/320 min per day= 70,060 min per year = 1167.6 hours	30/20 min per day= 5380 min per year = 89.6 hours	60 min per week x 36 weeks =2160 min = 36 hours 30 min 1x per week during planning period 30 min 1x per week from 3:30- 4:30
						X			210 min per day x 20 days = 4200 min per year = 70 hours	30 min per day x 20 days = 600 min per year = 10 hours	60 min per day x 20 days = 1200 min = 20 hours 60 min from 12:00-1:00

Explain calculations (clearly describe how you reached this number)

	Total # of minutes	Increased # of minutes	Types of Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
2018-2019 Actual 2018-2019	7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break — 420 - Total Minutes of Instruction 178 full days for the year Adding: 90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time. 2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning break</u> 300 min – Total Min. of Instruction (30 extra minutes) Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day. Adding: 4800 minutes/80 hours	Total Increase in Learning Time = 20880 minutes = 348 hours		X					390/320 min per day= 70,060 min per year = 1167.6 hours	30/20 min per day= 5380 min per year = 89.6 hours	60 min per week x 36 weeks =2160 min = 36 hours 30 min 1x per week during planning period 30 min 1x per week from 3:30-4:30
					X				210 min per day x 20 days = 4200 min per year = 70 hours	30 min per day x 20 days = 600 min per year = 10 hours	60 min per day x 20 days = 1200 min = 20 hours 60 min from 12:00-1:00

	Total # of minutes	Increased # of minutes	Types of Addt'l Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SIG Year 3 Actual 2019-2020	7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break _____ 420 - Total Minutes of Instruction 178 full days for the year Adding: 90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.	Total Increase in Learning Time = 20880 minutes = 348 hours		X					390/320 min per day= 70,060 min per year = 1167.6 hours	30/20 min per day= 5380 min per year = 89.6 hours	60 min per week x 36 weeks = 2160 min = 36 hours 30 min 1x per week during planning period 30 min 1x per week from 3:30- 4:30
	2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning break</u> 300 min – Total Min. of Instruction (30 extra minutes) Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day. Adding: 4800 minutes/80 hours					X			210 min per day x 20 days = 4200 min per year = 70 hours	30 min per day x 20 days = 600 min per year = 10 hours	60 min per day x 20 days = 1200 min = 20 hours 60 min from 12:00-1:00

	Total # of minutes	Increased # of minutes	Types of Addtl Learning Time						# Core	# Enrichment	# Teacher PD/ Collaboration
			1	2	3	4	5	6			
SCHOOL Year 4 Actual 2020-2021	7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break ———— 420 - Total Minutes of Instruction 178 full days for the year Adding: 90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.	Total Increase in Learning Time = 20880 minutes = 348 hours		X					390/320 min per day= 70,060 min per year = 1167.6 hours	30/20 min per day= 5380 min per year = 89.6 hours	60 min per week x 36 weeks =2160 min = 36 hours 30 min 1x per week during planning period 30 min 1x per week from 3:30-4:30
	2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning break</u> 300 min – Total Min. of Instruction (30 extra minutes) Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day. Adding: 4800 minutes/80 hours				X				210 min per day x 20 days = 4200 min per year = 70 hours	30 min per day x 20 days = 600 min per year = 10 hours	60 min per day x 20 days = 1200 min = 20 hours 60 min from 12:00-1:00

METRIC 6 PROFICIENCY ON STATE ASSESSMENTS

Identify the percentage (%) of students by each proficiency level on the State assessments for reading/language arts and mathematics by grade and by student subgroup. Explain calculations (clearly describe how you reached this number)

ALL/LEP/ED and SUBGROUPS:

- Decreased Level 1 (or lowest level) by 10% each year
- Decreased Level 2 (or lowest level) by 10% each year
- Increased Level 3 by 15% each year
- Increased Level 4 by 10% each year
- Increased Level 5 according to comparative schools in the district
- Balanced all to equal 100% according to realistic measures.

IEP:

- Decreased Level 1 by 5% each year
- Decreased Level 2 by 5% each year
- Increased Level 3 by 5% each year
- Increased Level 4 with the remainder
- Level 5 was only increased when the previous Levels were high enough

LEP:

There are only a few LEP students at Pearman; therefore, the percentages are high. The procedures above were followed as possible. The dynamics will change drastically from year to year.

ED:

This number is basically the same as ALL because all students at Pearman Elementary are Economically Disadvantaged.

Metric 6: Grade 3-Reading/Language Arts

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Reading/Language Arts Grade 3	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data FY 15-16	17.4	43.5	30.4	8.7	0	16.67	66.67	17	0	0	0	0	100	0	0	17.39	43.48	30.43	8.70	0
4 Yr Goal	8	27	50	13	2	12	53	21	12	0	0	0	66	33	1	8	27	50	13	2
Year 1 – Goal FY 17-18	15	39	34	11	1	15	62	18	5	0	0	0	90	10	0	15	39	34	11	1
Year 2 – Goal FY 18-19	13	35	39	11	2	14	59	19	8	0	0	0	81	19	0	13	35	39	11	2
Year 3 – Goal FY 19-20	11	31	44	12	2	13	56	20	11	0	0	0	73	26	1	11	31	44	12	2
Year 4 – Goal FY 20-21	8	27	50	13	2	12	53	21	12	0	0	0	66	33	1	8	27	50	13	2

	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data Pre-data FY 15-16	0	0	0	0	0	20	51.43	25.71	2.86	0.00	0	0	100	0	0	0	0	0	0	0	12.5	25.0	25.0	37.5	0
4 Yr Goal	To be determined					13	32	46	7	2	0	0	66	33	1	To be determined					9	16	31	41	3
Year 1 –Goal	To be determined					18	46	32	3	1	0	0	90	10	0	To be determined					12	22	26	39	1
Year 2 –Goal	To be determined					16	42	35	5	2	0	0	81	19	0	To be determined					11	20	27	40	2
Year 3 –Goal	To be determined					14	36	41	7	2	0	0	73	26	1	To be determined					10	18	29	41	2
Year 4 –Goal	To be determined					13	32	46	7	2	0	0	66	33	1	To be determined					9	16	31	41	3

Metric 6: Grade 3-Mathematics

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Mathematics-Grade 3	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data (FY 15-16)	30.4	45.7	23.9	0	0	66.67	33.33	0	0	0	0	50	50	0	0	30.43	45.65	23.91	0	0
4 Yr Goal	19	31	41	7	2	54	26	13	7	0	0	32	62	5	1	19	31	41	7	2
Year 1 – Goal FY 17-18	27	41	27	5	0	63	31	6	0	0	0	45	53	2	0	27	41	27	5	0
Year 2 – Goal FY 18-19	24	38	31	7	0	60	29	9	2	0	0	40	56	4	0	24	38	31	7	0
Year 3 – Goal FY 19-20	22	34	36	7	1	57	27	12	4	0	0	36	58	5	1	22	34	36	7	1
Year 4 – Goal FY 20-21	19	31	41	7	2	54	26	13	7	0	0	32	62	5	1	19	31	41	7	2

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data (FY 15-16)	0	0	0	0	0	31.43	42.86	25.71	0	0	0	66.67	33.33	0	0	0	0	0	0	0	37.5	50	12.5	0	0
4 Yr Goal	To be determined					20	28	45	6	1	0	44	50	5	1	To be determined					24	32	26	16	2
Year 1 –Goal	To be determined					28	38	30	4	0	0	60	38	2	0	To be determined					33	45	14	8	0
Year 2 –Goal	To be determined					25	34	35	6	0	0	54	43	3	0	To be determined					30	40	18	12	0
Year 3 –Goal	To be determined					22	31	40	6	1	0	49	46	4	1	To be determined					27	36	22	14	1
Year 4 –Goal	To be determined					20	28	45	6	1	0	44	50	5	1	To be determined					24	32	26	16	2

Metric 6: Grade 4- Reading/Language Arts

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Reading/Language Arts Grade 4	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data (FY 15-16)	15	60	22.5	2.5	0	0	75	25	0	0	0	0	0	0	0	11.43	62.86	22.86	2.86	0
4 Yr Goal	10	39	43	6	2	0	61	37	2	0	To Be Determined					8	39	45	6	2
Year 1 – Goal FY 17-18	13	54	29	3	1	0	71	28	1	0	To Be Determined					11	54	31	3	1
Year 2 – Goal FY 18-19	12	48	35	4	1	0	67	32	1	0	To Be Determined					10	48	37	4	1
Year 3 – Goal FY 19-20	11	42	40	5	2	0	64	34	2	0	To Be Determined					9	42	42	5	2
Year 4 – Goal FY 20-21	10	39	43	6	2	0	61	37	2	0	To Be Determined					8	39	45	6	2

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data Pre-data (FY 15-16)	0	0	100	0	0	17.86	60.71	17.86	3.57	0	50	0	50	0	0	0	0	0	0	0	0	77.78	22.22	0	0
4 Yr Goal	0	0	60	38	2	13	44	31	10	2	2	18	50	30	0	To Be Determined					0	52	38	9	1
Year 1 –Goal	0	0	90	10	0	17	56	22	5	0	25	25	50	0	0	To Be Determined					0	71	26	3	0
Year 2 –Goal	0	0	80	19	1	16	53	24	6	1	15	23	50	12	0	To Be Determined					0	64	30	6	0
Year 3 –Goal	0	0	70	29	1	15	49	28	7	1	5	20	50	25	0	To Be Determined					0	58	34	8	0
Year 4 –Goal	0	0	60	38	2	13	44	31	10	2	2	18	50	30	0	To Be Determined					0	52	38	9	1

Metric 6: Grade 4-Mathematics

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Mathematics-Grade 4	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data (FY 15-16)	32.5	47.5	15	5	0	50	25	0	25	0	0	0	0	0	0	31.43	45.71	17.14	5.71	0
4 Yr Goal	23	33	32	10	2	41	21	21	24	1	To Be Determined					23	33	32	10	2
Year 1 – Goal FY 17-18	31	44	18	6	1	47	24	4	25	0	To Be Determined					31	44	18	6	1
Year 2 – Goal FY 18-19	28	40	24	7	1	45	23	7	25	0	To Be Determined					28	40	24	7	1
Year 3 – Goal FY 19-20	25	36	28	9	2	43	22	10	25	0	To Be Determined					25	36	28	9	2
Year 4 – Goal FY 20-21	23	33	32	10	2	41	21	21	24	1	To Be Determined					23	33	32	10	2

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data Pre-data (FY 15-16)	0	0	100	0	0	35.71	46.43	14.29	3.57	0	0	50	50	0	0	0	0	0	0	0	33.33	55.56	0	11.11	0
4 Yr Goal	0	0	50	23	2	26	34	31	7	2	0	32	62	5	1	To Be Determined					21	36	26	15	2
Year 1 –Goal	0	0	75	25	0	33	43	20	4	0	0	45	53	2	0	To Be Determined					30	48	9	12	1
Year 2 –Goal	0	0	50	24	1	30	39	26	5	0	0	40	56	4	0	To Be Determined					27	44	15	13	1
Year 3 –Goal	0	0	50	24	1	28	36	29	6	1	0	36	58	5	1	To Be Determined					24	40	20	14	2
Year 4 –Goal	0	0	50	23	2	26	34	31	7	2	0	32	62	5	1	To Be Determined					21	36	26	15	2

Metric 6: Grade 5-Reading/Language Arts

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Reading/Language Arts Grade 5	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data (FY 15-16)	31.1	24.4	26.7	13.3	4.4	75	25	0	0	0	50	0	50	0	0	32	22.73	27.27	13.64	4.55
4 Yr Goal	20	16	41	17	6	61	21	18	0	0	30	20	30	20	0	20	16	41	17	6
Year 1 – Goal FY 17-18	29	23	30	14	4	71	24	5	0	0	45	5	45	5	0	29	23	30	14	4
Year 2 – Goal FY 18-19	25	20	35	15	5	67	23	10	0	0	40	10	40	10	0	25	20	35	15	5
Year 3 – Goal FY 19-20	22	18	38	16	6	64	22	14	0	0	35	15	35	15	0	22	18	38	16	6
Year 4 – Goal FY 20-21	20	16	41	17	6	61	21	18	0	0	30	20	30	20	0	20	16	41	17	6

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data																									
Pre-data (FY 15-16)	0	0	0	50	50	34.29	28.57	25.71	8.57	2.86	50	0	50	0	0	0	0	0	0	0	16.67	16.67	33.33	33.33	0
4 Yr Goal	0	0	0	30	70	22	19	42	13	4	30	20	30	20	0	To Be Determined					9	9	42	38	2
Year 1 –Goal	0	0	0	45	55	31	26	30	10	2	45	5	45	5	0	To Be Determined					14	14	37	35	0
Year 2 –Goal	0	0	0	40	60	27	23	37	11	2	40	10	40	10	0	To Be Determined					12	12	39	36	1
Year 3 –Goal	0	0	0	35	65	24	21	40	12	3	35	15	35	15	0	To Be Determined					10	10	41	37	2
Year 4 –Goal	0	0	0	30	70	22	19	42	13	4	30	20	30	20	0	To Be Determined					9	9	42	38	2

Metric 6: Grade 5-Mathematics

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Mathematics Grade 5	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data (FY 15-16)	17.8	51.1	24.4	4.4	2.2	25	75	0	0	0	50	50	0	0	0	18.18	52.27	22.73	4.55	2.27
4 Yr Goal	12	35	41	8	4	21	61	18	0	0	33	33	30	3	1	12	35	41	8	4
Year 1 – Goal FY 17-18	16	47	29	5	3	24	71	5	0	0	45	45	10	0	0	16	47	29	5	3
Year 2 – Goal FY 18-19	14	43	34	6	3	23	67	10	0	0	40	40	18	2	0	14	43	34	6	3
Year 3 – Goal FY 19-20	13	39	38	7	3	22	64	14	0	0	35	35	28	2	0	13	39	38	7	3
Year 4 – Goal FY 20-21	12	35	41	8	4	21	61	18	0	0	33	33	30	3	1	12	35	41	8	4

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data																									
Pre-data (FY 15-16)	0	0	0	50	50	20	54.29	25.71	0	0	50	50	0	0	0	0	0	0	0	0	0	50	33.33	16.67	0
4 Yr Goal	0	0	0	32	68	13	36	37	13	1	32	32	35	1	0	To Be Determined					0	29	45	24	2
Year 1 –Goal	0	0	0	45	55	18	49	28	5	0	45	45	10	0	0	To Be Determined					0	40	39	21	0
Year 2 –Goal	0	0	0	40	60	16	44	31	9	0	40	40	20	0	0	To Be Determined					0	36	41	22	1
Year 3 –Goal	0	0	0	36	64	14	40	34	12	0	36	36	27	1	0	To Be Determined					0	32	44	23	1
Year 4 –Goal	0	0	0	32	68	13	36	37	13	1	32	32	35	1	0	To Be Determined					0	29	45	24	2

Metric 6: Grade 6-Reading/Language Arts – Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data (FY 15-16)	Pearman was a K-5 school in 2015-2016																			
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data Pre-data (FY 15-16)	Pearman was a K-5 school in 2015-2016																								
4 Yr Goal																									
Year 1 –Goal																									
Year 2 –Goal																									
Year 3 –Goal																									
Year 4 –Goal																									

**Metric 6: Grade 6-Mathematics – Not Applicable**

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	Pearman was a K-5 school in 2015-2016																			
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data Pre-data	Pearman was a K-5 school in 2015-2016																								
4 Yr Goal																									
Year 1 –Goal																									
Year 2 –Goal																									
Year 3 –Goal																									
Year 4 –Goal																									

Metric 6: Grade 7-Reading/Language Arts – Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 –Goal																									
Year 2 –Goal																									
Year 3 –Goal																									
Year 4 –Goal																									

Metric 6: Grade 7-Mathematics – Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 –Goal																									
Year 2 –Goal																									
Year 3 –Goal																									
Year 4 –Goal																									

Metric 6: Grade 8-Reading/Language Arts – Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data																				
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 –Goal																									
Year 2 –Goal																									
Year 3 –Goal																									
Year 4 –Goal																									

Metric 6: Grade 8-Mathematics – Not Applicable

1=Level 1		2=Level 2				3= Level 3				4=Level 4				5 = Level 5							
Mathematics		All					IEP					LEP					ED				
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data		❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																					
Year 1 – Goal FY 17-18																					
Year 2 – Goal FY 18-19																					
Year 3 – Goal FY 19-20																					
Year 4 – Goal FY 20-21																					

	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Asian					Black					Hispanic					Native American					White				
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 –Goal																									
Year 2 –Goal																									
Year 3 –Goal																									
Year 4 –Goal																									

METRIC 7 STUDENT PARTICIPATION RATE ON STATE ASSESSMENTS

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

Metric 7: Grade – 3

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	100	100	100	100	100	100	100	100	100
4 Yr Goal	100	100	100	100	100	100	100	100	100
Year 1 – Goal FY 17-18	100	100	100	100	100	100	100	100	100
Year 2 – Goal FY 18-19	100	100	100	100	100	100	100	100	100
Year 3 – Goal FY 19-20	100	100	100	100	100	100	100	100	100
Year 4 – Goal FY 20-21	100	100	100	100	100	100	100	100	100
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	100	100	100	100	100	100	100	100	100
4 Yr Goal	100	100	100	100	100	100	100	100	100
Year 1 – Goal FY 17-18	100	100	100	100	100	100	100	100	100
Year 2 – Goal FY 18-19	100	100	100	100	100	100	100	100	100
Year 3 – Goal FY 19-20	100	100	100	100	100	100	100	100	100
Year 4 – Goal FY 20-21	100	100	100	100	100	100	100	100	100

Metric 7: Grade – 4

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	100	100	100	100	100	100	100	100	100
4 Yr Goal	100	100	100	100	100	100	100	100	100
Year 1 – Goal FY 17-18	100	100	100	100	100	100	100	100	100
Year 2 – Goal FY 18-19	100	100	100	100	100	100	100	100	100
Year 3 – Goal FY 19-20	100	100	100	100	100	100	100	100	100
Year 4 – Goal FY 20-21	100	100	100	100	100	100	100	100	100
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	100	100	100	100	100	100	100	100	100
4 Yr Goal	100	100	100	100	100	100	100	100	100
Year 1 – Goal FY 17-18	100	100	100	100	100	100	100	100	100
Year 2 – Goal FY 18-19	100	100	100	100	100	100	100	100	100
Year 3 – Goal FY 19-20	100	100	100	100	100	100	100	100	100
Year 4 – Goal FY 20-21	100	100	100	100	100	100	100	100	100

Metric 7: Grade – 5

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	100	100	100	100	100	100	100	100	100
4 Yr Goal	100	100	100	100	100	100	100	100	100
Year 1 – Goal FY 17-18	100	100	100	100	100	100	100	100	100
Year 2 – Goal FY 18-19	100	100	100	100	100	100	100	100	100
Year 3 – Goal FY 19-20	100	100	100	100	100	100	100	100	100
Year 4 – Goal FY 20-21	100	100	100	100	100	100	100	100	100
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	100	100	100	100	100	100	100	100	100
4 Yr Goal	100	100	100	100	100	100	100	100	100
Year 1 – Goal FY 17-18	100	100	100	100	100	100	100	100	100
Year 2 – Goal FY 18-19	100	100	100	100	100	100	100	100	100
Year 3 – Goal FY 19-20	100	100	100	100	100	100	100	100	100
Year 4 – Goal FY 20-21	100	100	100	100	100	100	100	100	100

Metric 7: Grade – 6 Not Applicable: Pearman was a K-5 school in SY2015-2016.

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data									
4 Yr Goal									
Year 1 – Goal FY 17-18									
Year 2 – Goal FY 18-19									
Year 3 – Goal FY 19-20									
Year 4 – Goal FY 20-21									
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data									
4 Yr Goal									
Year 1 – Goal FY 17-18									
Year 2 – Goal FY 18-19									
Year 3 – Goal FY 19-20									
Year 4 – Goal FY 20-21									

Metric 7: Grade 7– Not Applicable

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Year 4 – Goal FY 20-21									
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Year 4 – Goal FY 20-21									

Metric 7: Grade 8 – Not Applicable

Reading/Language Arts	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Year 4 – Goal FY 20-21									
Mathematics	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Year 4 – Goal FY 20-21									

Metric 7: High School – Not Applicable

English II	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Year 4 – Goal FY 20-21									
Algebra I	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Year 4 – Goal FY 20-21									
Biology	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Year 4 – Goal FY 20-21									
U.S. History	All	IEP	LEP	ED	Asian	Black	Hispanic	Native American	White
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal									
Year 1 – Goal FY 14-15									
Year 2 – Goal FY 15-16									
Year 3 – Goal FY 16-17									
Year 4 – Goal FY 20-21									

METRIC 8 AVERAGE SCALE SCORE - Not Applicable

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

Metric 8: Grade - 3

1=Level 1					2=Level 2					3= Level 3					4=Level 4					5 = Level 5				
Reading/Language Arts					All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5				
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖				
4 Yr Goal																								
Year 1 – Goal FY 17-18																								
Year 2 – Goal FY 18-19																								
Year 3 – Goal FY 19-20																								
Year 4 – Goal FY 20-21																								

Reading/ Language Arts	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 3 **Not Applicable**

	1=Level 1					2=Level 2					3= Level 3					4=Level 4					5 = Level 5				
Mathematics	All					IEP					LEP					ED									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal FY 17-18																									
Year 2 – Goal FY 18-19																									
Year 3 – Goal FY 19-20																									
Year 4 – Goal FY 20-21																									

Mathematics	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 4 Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Reading/ Language Arts	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 4 **Not Applicable**

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Mathematics	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 5 **Not Applicable**

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Reading/ Language Arts	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 5 Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Mathematics	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 6 **Not Applicable**

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Reading/ Language Arts	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 6 Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Mathematics	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 7 **Not Applicable**

	1=Level 1					2=Level 2					3= Level 3					4=Level 4					5 = Level 5				
Reading/Language Arts	All					IEP					LEP					ED									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5					
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal FY 17-18																									
Year 2 – Goal FY 18-19																									
Year 3 – Goal FY 19-20																									
Year 4 – Goal FY 20-21																									

Reading/ Language Arts	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 7 Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Mathematics	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 8 **Not Applicable**

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Reading/Language Arts	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Reading/ Language Arts	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – 8 Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Mathematics	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Mathematics	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – High School Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

English II	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

English II	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: Grade – High School Not Applicable

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

Algebra I	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Algebra I	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: High School Not Applicable

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

Biology	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

Biology	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

Metric 8: High School **Not Applicable**

1=Level 1 2=Level 2 3= Level 3 4=Level 4 5 = Level 5

US History	All					IEP					LEP					ED				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline/Pre-data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																				
Year 1 – Goal FY 17-18																				
Year 2 – Goal FY 18-19																				
Year 3 – Goal FY 19-20																				
Year 4 – Goal FY 20-21																				

US History	Asian					Black					Hispanic					Native American					White				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Baseline data	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
4 Yr Goal																									
Year 1 – Goal																									
Year 2 – Goal																									
Year 3 – Goal																									
Year 4 – Goal																									

METRIC 9 ATTAINMENT OF ENGLISH LANGUAGE PROFICIENCY

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

	Percentage of ELL students who attain English proficiency	N/A
Baseline/Pre-data (2015-2016)	25%	
4 Yr Goal	75%	
Year 1 – Goal FY 17-18	38%	
Year 2 – Goal FY 18-19	50%	
Year 3 – Goal FY 19-20	63%	
Year 4 – Goal FY 20-21	75%	

METRIC 10 GRADUATION RATE - Not Applicable – Pearman Elementary is Grades 1-6.

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

	Percentage of students graduating from High School (4 year NCLB Graduation Rate)	N/A
Baseline/Pre-data	❖	
4 Yr Goal		
Year 1 – Goal FY 17-18		
Year 2 – Goal FY 18-19		
Year 3 – Goal FY 19-20		
Year 4 – Goal FY 20-21		

METRIC 11 DROPOUT RATE – Not Applicable – Pearman Elementary is Grades 1-6.

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

	Percentage of students who fail to graduate from High School with their cohort group	N/A
Baseline/Pre-data	❖	
4 Yr Goal		
Year 1 – Goal FY 17-18		
Year 2 – Goal FY 18-19		
Year 3 – Goal FY 19-20		
Year 4 – Goal FY 20-21		

METRIC 12 STUDENT ATTENDANCE RATE

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

	Attendance Rate
Baseline/Pre-data (2015-2016)	95.45
4 Yr Goal	
Year 1 – Goal FY 17-18	96
Year 2 – Goal FY 18-19	96.50
Year 3 – Goal FY 19-20	97
Year 4 – Goal FY 20-21	97.50

METRIC 13 DUAL ENROLLMENT AND ADVANCED COURSEWORK - Not Applicable
Pearman Elementary is Grades 1-6.

Schools will identify three data metrics for this indicator.

Advanced Coursework is defined as the number of students who complete advanced placement or International Baccalaureate classes. Completing the advanced coursework means that the student finished the class either during the school year or in combination with summer school and received course credit in accordance with state or local requirements.

Dual Enrollment refers to the number of high school students who complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

Advanced Coursework and Dual Enrollment is defined as the number of students who complete advanced coursework **AND** complete at least one class in a postsecondary institution either during the school year or in combination with summer school and receive course credit.

Example: If Chris is enrolled and completes an advanced placement class and dual enrollment class then his completion would be counted as completing 1) advanced coursework, 2) dual enrollment and 3) advanced coursework and dual enrollment.

If Deborah is enrolled in an advanced placement class and dual enrollment class but then only completes the advanced placement class, then she would only be counted as completing 1) advanced coursework.

If Linda is enrolled in a dual enrollment class but does not complete the class then she would not be counted.

If Elementary/Middle school and this does not apply to you, please check:					X	
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Number of students who completed the following:	Students completing Advanced Coursework (AP or IB classes only)		Students completing Dual Enrollment		Students completing Advanced Coursework and Dual Enrollment	
	Number#	Percentage%	Number#	Percentage%	Number#	Percentage%
Baseline / Pre-data	❖	❖	❖	❖	❖	❖
4 Yr Goal						
Year 1 – Goal FY 17-18						
Year 2 – Goal FY 18-19						
Year 3 – Goal FY 19-20						
Year 4 – Goal FY 20-21						

METRIC 14 COLLEGE ENROLLMENT RATES **Not Applicable**
Pearman Elementary is Grades 1-6.

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

	Number and percentage of students who completed high school and enrolled in postsecondary institutions	
	Number#	Percentage%
Baseline/Pre-data	❖	❖
4 Yr Goal		
Year 1 – Goal FY 17-18		
Year 2 – Goal FY 18-19		
Year 3 – Goal FY 19-20		
Year 4 – Goal FY 20-21		

METRIC 15 DISCIPLINE RATES

Identify the number of incidents of discipline data.

The only discipline incidents were non-violent offenses. That number was reduced by 25% each year.

Discipline Rates	Weapons Offenses	Drug Offenses	Assaults / Fights	Bullying / Harassment	Thefts	Non-Violent Offenses
Baseline/Pre-data (2015-2016)	0	0	0	0	0	129
4 Yr Goal	0	0	0	0	0	41
Year 1 – Goal FY 17-18	0	0	0	0	0	97
Year 2 – Goal FY 18-19	0	0	0	0	0	73
Year 3 – Goal FY 19-20	0	0	0	0	0	55
Year 4 – Goal FY 20-21	0	0	0	0	0	41

METRIC 16 CHRONIC ABSENTEEISM

Identify the number and percentage of students with absences equal to or greater than 10% of the total number of days in the regular academic school year.

<u>Number and percentage of students with 5 or more unexcused absences</u>		
	Number#	Percentage%
Baseline/Pre-data (2015-2016)	70/259	27%
4 Yr Goal	46	17%
Year 1 – Goal FY 17-18	63	24%
Year 2 – Goal FY 18-19	57	22%
Year 3 – Goal FY 19-20	51	20%
Year 4 – Goal FY 20-21	46	17%

<u>Number and percentage of students with absences equal to or greater than 10% of the total number of days in the regular academic school year</u>		
	Number#	Percentage%
Baseline/Pre-data (2015-2016)	0	0
4 Yr Goal	0	0
Year 1 – Goal FY 17-18	0	0
Year 2 – Goal FY 18-19	0	0
Year 3 – Goal FY 19-20	0	0
Year 4 – Goal FY 20-21	0	0

METRIC 17 DISTRIBUTION OF TEACHERS BY PERFORMANCE LEVEL

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

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

Performance Levels used for the Teacher Evaluations	Level 1 - Number of teachers rated as (Lowest Performing) Unsatisfactory	Level 2 - Number of teachers rated as Needs Improvement	Level 3 - Number of teachers rated as Meets Standards	Level 4 - Number of teachers rated as (Highest Performing) Exemplary
Baseline/Pre-data (2015-2016)	0	11	5	0
4 Yr Goal	0	1	13	2
Year 1 – Goal FY 17-18	0	9	7	0
Year 2 – Goal FY 18-19	0	7	9	0
Year 3 – Goal FY 19-20	0	4	11	1
Year 4 – Goal FY 20-21	0	1	13	2

METRIC 18 TEACHER ATTENDANCE RATES

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

	Teacher Attendance Rates
Baseline/Pre-data (2015-2016)	93.77
4 Yr Goal	96
Year 1 – Goal FY 17-18	94
Year 2 – Goal FY 18-19	94.5
Year 3 – Goal FY 19-20	95
Year 4 – Goal FY 20-21	96

Appendix F

PATHWAYS ONLY

Not Applicable to Pearman Elementary

Appendix G

Instruction

- **Multi-Tiered System of Supports Process**
- **School Calendar and School Schedule**

Appendix G

Multi-Tiered System of Supports Process

- Three-Tier Intervention Process

October 2014 •

Teacher Assistance Team
Process Guide
Tier **III** Interventions
Cleveland Public School
District

Student: _____ Date: _____

Teacher: _____ Grade: _____ Person Making Referral: _____

Area(s) of Concern: Math _ Reading _ Language _ Behavior _ Other

TST IS FOR TIER III INTERVENTIONS

ATTENTION: STUDENTS IDENTIFIED UNDER STATE BOARD POLICY
MOVE DIRECTLY TO TIER III INTERVENTION.

These include:

- *Grades 1-3: Student has failed one grade;
- *Grades 4-12: Student has failed two grades; or *Student failed either of the preceding two grades and has been suspended or expelled for more than twenty days in the current school year.
- *Behavior screen score below cut score set by district

IF STUDENTS MEET ONE OF THESE CRITERIA, COMPLETE TST-I AND MOVE TO STEP 5

MSIS SCREENS MUST BE COMPLETED WITH THESE REFERRALS

**COMPLETE WITHIN THE FIRST 20 DAYS OF SCHOOL
THE MSIS INTERVENTION SCREEN MUST BE COMPLETED
(REFERRED TO TST DATE)**

Date:
Date:

Process Guide
STEP I

Notes/Remarks

Tier I and Tier II Interventions were not successful.

Names are submitted to the TST chairperson through form TST-1. The TST chairperson will begin a folder for data collection and follow-up. The TST chairperson will give the classroom teacher a Student Data Sheet (TST-2). The teacher will also be given the Social/Emotional Issues Worksheet (TST-3) if behavior is a concern.

If this is a "Speech Only" request, please see the "Speech Only" process. (see last page of this packet)

IT IS IMPORTANT TO NOTE THAT TIMELINES BEGIN AT THIS POINT. A FINAL DETERMINATION MUST BE MADE AT THE END OF EIGHTEEN (18) WEEKS

THE TST MUST MEET WITHIN TWO WEEKS OF THE REFERRAL DATE.

**THE MSIS INTERVENTION SCREEN MUST BE COMPLETED
(REFERRED TO TST DATE)**

Date: _____

STEP 2

The TST Chairperson will check to make sure the student passed the hearing/vision screening. If not passed, or the date is more than 12 months old, submit a hearing/vision screening results form to the trained staff member.

Once screening is completed, the trained staff member will give the screening results to the TST chairperson.

If the child fails the hearing/vision screening, the TST chairperson will contact the parent. The parent will be informed that a delay in addressing hearing and/or vision problems may postpone the TST process.

If the TST has not received a follow-up from the parent within two weeks, the chairperson will inform a school administrator.

STEP 3

The TST Chairperson will invite the parent(s) to a TST meeting. Send the form letter (TST-8) to the parents.

If the parent does not attend, document, then chairperson will contact the parent to discuss the results of the meeting, document.

STEP 4

The TST meets. The regular education teacher will present all student information to the TST members.

Information presented must include this completed information:

- 1) Student Data Sheet (TST-2)*
- 2) TST-3 if behavior is an issue*
- 3) Tier I (TST-4a) and Tier II*
- 4b) Intervention Documentation with attached progress monitoring charts and graphs (Proof of daily time in the intervention.)*
- 4) documentation of parental conferences/conversations*
- 5) medical behavioral information provided by parent/school*
- 6) results of individual screenings*
- 7) work samples*
- 8) other relevant information such as grade book cumulative folder, etc. If additional student information is needed (medical/behavioral records, Report of Observation, etc.), the TST should gather the relevant information and reconvene before making intervention decisions. Parents will be provided with AUTHORIZATION TO RELEASE INFORMATION form, if needed. Medical info is valid for 6 months.*

Date: _____

STEP 5

Please check the determination made by the TST on this date:

The TST determines that a Tier III Intensive Intervention is not appropriate at this time. Decision is documented on the TST Meeting Summary form (TST -5) and the TST Recommendation F form (TST -6)

***If this choice is made, the process ends and the student remains in regular education with or without interventions. ***

**THE MSIS INTERVENTION SCREEN MUST BE COMPLETED
(TST DECISION DATE & INTERVENTION SUCCESS –
(REMAIN IN REGULAR EDUCATION)**

-OR-

- o The TST determines there is a need for Tier III Intensive Intervention. The TST selects an appropriate Tier III Intensive Intervention for each area of concern (reading, math, language, behavior) and writes it on the INSTRUCTIONAL INTERVENTION FORM (TST-7). The TST chairperson documents the decision on the TST Meeting Summary form (TST-5) and the TST Recommendation Form (TST-6)

16 WEEKS LEFT

The TST chairperson will explain to the parent/guardian that interventions are developed to help the student to succeed, and that this process *may* result in a referral for special education assessment.

Section C of the Student Data
Packet must be considered.

A Tier III Intensive Intervention is
monitored/tracked weekly for six (6)
weeks using probes. The principal or
designee and teacher will review
information from the probes each
week.

A team member is assigned the
responsibility to conduct probes
during the intervention period. A
probe is conducted at least weekly
during the implementation period.
The person conducting the probe will
enter the results of this probe in the
AIMSWEB / DIBELS system.

Date: _____ STEP 6

AFTER SIX (6) WEEKS

Parent(s) are invited to the TST meeting.
Send the form letter (TST -8) to the parents.

The TST meets to monitor the Tier III Intensive Intervention. Results of Tier III Intensive Intervention are reviewed.

Please check determination made by the TST on this date:

- o The Tier III Intensive Intervention is determined to be successful. The teacher continues the Tier III Intensive Intervention process for as long as needed with follow-up by the TST on a regular (pre-determined) basis.

OR

- o The Tier III Intensive Intervention is determined to be unsuccessful but the student is beginning to show progress. The current Tier III Intensive Intervention is continued.

OR

- o The Tier III Intensive Intervention is determined to be unsuccessful. Another appropriate Tier III Intensive Intervention is selected by the TST and documented on another Instructional Intervention for (TST -7)

Results of individual probes (at least six) are reviewed using graphs and data from the AIMSWEB / DIBELS system. Information from computer-based interventions must be provided.

A Tier III Intensive Intervention is monitored/tracked weekly for six (6) weeks using probes. The principal or designee and teacher will review information from the probes each week.

This intervention should last approximately 6 weeks. At least one probe will be conducted each week of the intervention and the data will be entered in the AIMSWEB / DIBELS system. The person responsible for the probe will enter data into the AIMSWEB / DIBELS system.

Date:

STEP 7

AFTER TWELVE (12) WEEKS

Parent(s) are invited to the TST meeting.
Send the form letter (TST -8) to the parents.

The TST meets to monitor Tier III Intensive Intervention. Results of Tier III Intensive Intervention are reviewed.

Please check the determination made by the TST on this date:

- o The Tier III Intensive Intervention is determined to be successful. The teacher continues the Tier III Intensive Intervention process for as long as may be necessary with monitoring by the TST on a regular (pre-determined) basis.

OR

- o The Tier III Intensive Intervention is determined to be unsuccessful but the student is beginning to show progress. The current Tier III Intensive Intervention is continued.

OR

- o The Tier III Intensive Intervention is determined to be unsuccessful. Another appropriate Tier III Intensive Intervention is selected by the TST and documented on another Instructional Intervention form (TST -7).

Results of individual probes (at least twelve- 6 from the previous 6 weeks and 6 (from this 6 week period) are reviewed using graphs and data from the AIMSWEB / DIBELS system. Information (from computer-based interventions must be provided.

A Tier III Intensive Intervention is monitored/tracked weekly (or four (4) weeks using probes. The principal or designee and teacher will review information (from the probes each week.

This intervention should last approximately 4 weeks. At least one probe will be conducted each week of the intervention and the data will be entered in the AIMSWEB / DIBELS system. The person responsible for the probe will enter data into the AIMSWEB / DIBELS system.

Date:

STEP 8

AFTER SIXTEEN (16) WEEKS

The Parents are invited to the TST meeting.
Send the form letter (TST-8) to the parents.

The TST meets to evaluate the Tier III Intensive Intervention. Results of Tier III Intensive Intervention are reviewed.

Please check determination made by the TST on this date:

- o (YES) The Tier III Intensive Intervention is determined to be successful. The teacher continues the Tier III Intensive Intervention process for as long as needed with follow-up by the TST on a regular (pre-determined) basis. (THE STUDENT REMAINS IN REGULAR EDUCATION.)

***If this choice is made, the process ends and the student remains in regular education with or without interventions. ***

THE MSIS INTERVENTION SCREEN MUST BE COMPLETED
(TST DECISION DATE & INTERVENTION SUCCESS –
REMAIN IN REGULAR EDUCATION)

OR

- _(YES) The Tier III Intensive Intervention is determined to be successful but the student will be referred to the Local Survey Committee (LSC) to determine if an assessment will be completed to determine if the student is eligible to receive special education services.

(THE REASON FOR THIS IS THAT THERE IS A SPECIAL EDUCATION REGULATION THAT REQUIRES THE LSC TO LOOK AT THE INFORMATION IF THE PARENT INITIATED THE PROCESS.)

THE MSIS INTERVENTION SCREEN MUST BE COMPLETED
(TST DECISION DATE & INTERVENTION SUCCESS –
STUDENT REFERRED TO CHILD STUDY)

Results of individual probes (at least sixteen- the previous 12 and 4 (from this 4 week period) are reviewed using graphs and data (from the AIMSWEB / DIBELS system. Information (from computer-based interventions must be provided.

The successful interventions become teaching strategies at this point to ensure continued student success. The TST closes the intervention process.

The following will be collected by the TST:

1) Tier I (TST-4a), II (TST-4b), and III (TST-7) intervention documentation (all data collected to this point)

2) Hearing and Vision screening results

3) Teacher Narrative /Benchmark Information/Work samples

4) information (from parent during previous parent conferences

5) Education records, including current medical/psychological and disciplinary reports

7) Classroom Team Member Report
8) Report of Observation, if needed
*Other

If parent is unable to attend, chairperson will inform parent of action taken or decisions made and document.

OR

- o (NO) The Tier III Intensive Intervention is determined to be unsuccessful and the student will be referred to the Local Survey Committee (LSC) to determine if an assessment will be completed to determine if the student is eligible to receive special education services.

THE MSIS INTERVENTION SCREEN MUST BE COMPLETED
(TST DECISION DATE & INTERVENTION SUCCESS – NO)

The following will be collected by the TST:

1) Tier I (TST-4a), II (TST-4bJ, and III (TAT-7) Intervention documentation (all data collected to this point)

2) Hearing and Vision screening results

3) Teacher Narrative /Benchmark Information Work samples 4) Information from parent during previous parent conferences 5) Consent for Language Screening form (TST-9) (REQUIRED) 6) Education records, including current medical/psychological and disciplinary reports

7) Classroom Team Member Report 8) Report of Observation • if needed
*Other

If parent is unable to attend, chairperson will inform parent of action taken or decisions made and document.

Date:

STEP 9

The complete file is sent to the special education case manager.

Date:

STEP 10

The case manager determines that information for Child Study/LSC is complete. The information is returned to the LSC chairperson.

OR

The case manager determines that additional information is needed or notes other issues that must be addressed before the process can continue. The folder is returned to the TST chairperson with a written request for additional information.

___ (Date) The TST chairperson gathers the additional information and submits the folder to the LSC chairperson.

THE MSIS INTERVENTION SCREEN WILL BE COMPLETED.
(LSC Referral Date)
THIS DATE MUST BE NO LATER THAN 18 WEEKS FROM
THE REFERRED DATE ON PAGE 1.

THE REGULAR EDUCATION TST
PROCESS ENDS.

In-District Child Find Procedures Screening Process & Tier I & Tier II Documentation

Students in grades K-6 will be screened three times each year according to a schedule determined by the school. (If parents request help for their child, begin with Tier I.)

Screening Process Steps	Person(s) Responsible
1. Trained teams will screen each class in grades K-6 on a pre-selected date.	School Team
2. Students who show low performance during the initial screening will be screened in the afternoon utilizing a motivator.	School Team
3. Screeners will put the data obtained into AIMSWEB / DIBELS after all students have been screened.	School Team
4. AIMSWEB / DIBELS will produce reports containing the data based on each screening. The principal or designee will review reports in order to identify at-risk students.	Principal or designee
5. The principal or designee will meet with the teacher of the at-risk student(s) to discuss Tier I and Tier II interventions. At this time, the principal or designee will give Tier I and Tier II documentation forms to the teacher in order to begin documenting interventions (See Tier I and Tier II forms (TST-4a and 4b) for examples. NOTE: If the student enters Tier II interventions, request hearing/vision screening (give the request form to the case manager). If the student fails hearing or vision screening, there must be follow-up with the parents.	Teacher completes the Tier 1 and Tier II intervention forms
6. Students identified as at-risk will be progress monitored (probed) utilizing AIMSWEB / DIBELS weekly for six weeks. The principal or designee and teacher will review the data weekly to determine progress and make adjustments, if needed.	The School Team will gather information
7. At the end of six weeks the principal or designee and teacher will review data obtained from the six weeks of "probes" in order to determine if Tier I and Tier II interventions have been successful. The principal or designee and teacher will at this point: * _____ Determine interventions were successful, and continue with Tier I and Tier II interventions as long as needed. -OR- * _____ Determine interventions were not successful at level Tier I and Tier II, and request a meeting to determine if a POSSIBLE REFERRAL for Tier III Intensive Intervention is needed.	Principal or designee and Teacher
8. Teacher will complete staffing request (TST-1) and submit to TST chair. TST chair will schedule the meeting.	Teacher, TST Chair

"SPEECH ONLY" PROCESS

- If the classroom teacher notices that a student is having difficulty with articulation, fluency or voice, notify the Speech Pathologist immediately to request a speech screening.
- The Speech Pathologist notifies the Speech Language Supervisor and the TST Chairperson of the request and the screening results. If approved by the Supervisor, proceed to the next step in the Speech Only Process.
- The teacher must provide the following documentation to the Speech Pathologist and Speech Language Supervisor:
 1. Current hearing screening results
 2. Teacher narrative/benchmark information (completed)
 3. Information from parents during previous parent conferences, if any
 4. Education records, including current medical/psychological and/or disciplinary reports
- **If a problem exists on the teacher narrative in any area other than articulation, fluency or voice, the teacher must immediately proceed with the Three Tier Process.**
- The speech pathologist will complete the process from this point for Speech Only Referrals.
- The speech pathologist is responsible for having data entered into MSIS for Speech Only Referrals.

Cleveland School District Three Tier Instructional Model

The goal of the Three Tier Instructional Model is to provide research-based interventions that meet the specific academic and/or behavioral needs of a student. A team consisting of the classroom teacher, intervention specialist, administrator, and other relevant educators utilize a structured process to identify the concern, analyze the concern, and develop a goal and intervention plan for the student. The on-going collection of data, known as progress monitoring, is used to evaluate the effectiveness of the intervention.

The following plan documents:

- a clear and specific process for student identification,
- the names of personnel responsible and their defined roles in the intervention process,
- school structures which support intervention, and
- available support services, including socio-emotional and community-based supports.

Process for Student Identification

As part of Tier 1 instruction, highly qualified educational staff use scientifically based curriculum and instructional practices that are guided by trained leadership. Tier 1 instruction is required core instruction provided to all students - regardless of a need for intervention services. In addition, all students are assessed three times per year, so that a determination of how to differentiate instruction can be made.

Screening data are universally collected throughout the school to determine which students, by grade, have not achieved benchmark skills. The key purpose of the Tier 1 process is to identify students who have not developed the essential skills required for success in their current instructional setting. Data should be collected for the whole class/grade or school at least three times per year to establish benchmarks and local norms for the school and the district. As part of our school improvement program, our teachers will assess students using a research-based, adaptive evaluation tool.

We believe that understanding each student's academic level will give our teachers the power to help their students excel. Computerized adaptive assessments provide a suite of tools that make this type of in-depth skill knowledge on each student possible. We feel this will, in turn, provide our teachers with the detailed information they need to build curriculum and meet their students' needs.

Using data, students are identified that are not performing at grade level. This identification usually results from data produced through the universal screener. However, a teacher's professional judgment may trigger concern and an in-depth analysis of the student's skill level should be implemented.

Personnel and Responsibilities Matrix

The following components are essential in the development of an effective intervention plan for the student. These action steps should be completed by an Intervention Team of individuals including, but not limited to, the classroom teacher, interventionist, and principal.

Task	Person Responsible
1. Establish a student's goal using baseline data from universal screener and assessments.	Classroom Teacher
2. Determine the intervention support level needed for the student- Tier 1 upgrades, Tier 2 supplemental instruction, or Tier 3 intensive interventions.	Classroom Teacher RTI Team
3. Select an appropriate intervention based on student's academic or behavioral needs and available data.	Classroom Teacher RTI Team
4. Develop a schedule for what time of day, how often, and where the intervention will take place.	Classroom Teacher
5. Ensure intervention is implemented with integrity and fidelity.	Administrator
6. Develop a schedule for progress monitoring – including when, where, and by whom progress monitoring will be administered.	RTI Team
7. Determine who will conduct data entry of progress monitoring and multiple measures of assessment data.	Administrator
8. Meet as an Intervention Team (RTI) to discuss the progress and performance of the student on at least a monthly basis	Classroom Teacher RTI Team Administrator Other educators as needed
9. Make recommendations for continued classroom instruction and intervention	Administrator

School Principal's Role in Three Tier Instructional Model

Strong instructional leaders maintain their focus on improving instruction and student achievement through active and informed involvement. We believe that this type of involvement includes routine classroom observations, collaborative interactions with teachers and specialists, and a sustained focus on instructional leadership. As this relates to the Three Tier Instructional Model/Intervention Process, the school principal will be expected to do the following:

- Schedule beginning-of-the-year faculty meetings for an RTI/Three Tier Instructional Model presentation.
- Oversee the RTI/Three Tier Instructional Model program.
- Assign personnel to support implementation of RTI in classrooms to the greatest extent possible.
- Meet with teachers and interventionist on a routine basis to gauge the effectiveness of classroom instruction at Tier 1 level and interventions at Tier 2 and Tier 3.
- Review student progress every 4 to 6 weeks for Tier 2 students and every 3 weeks for Tier 3 students and suggest adjustments as needed.
- Chair all Response-To-Intervention meetings and parent conferences.

The Classroom Teacher's Role in Three Tier Instructional Model

The classroom teacher has the primary responsibility for guiding student learning. Effective teachers demonstrate flexibility and responsiveness in adjusting classroom instruction to meet student needs. Classroom teachers should have knowledge and understanding about which interventions are available and how they should be implemented. Teachers, the RTI Team,, and the principal - along with other educators as needed - should meet regularly to develop and monitor the plan for improving student learning. Schools that have a culture of collaboration are showing the strongest gains in student achievement. The classroom teacher plays a pivotal role in the RTI/Three Tier Instructional Model by doing the following:

- Provide high quality, scientifically-based instruction to meet Mississippi Department of Education standards and district curriculum guidelines.
- Recognize and alert other school personnel of struggling students' instructional needs.
- Use student performance data as a guide for instructional decision-making.
- Utilize various differentiated instructional strategies to upgrade Tier I instruction.
- Conduct Tier 2 interventions with integrity and fidelity.
- Communicate with parents on student progress.
- Maintain records regarding student performance and progress.

RTI Team's Role in Three Tier Instructional Model

- Coordinate universal screening three times per year
- Provide guided support to teachers in the Tier 1 and Tier 2 process
- Recommend to classroom teachers Tier 3 interventions with identified students
- Oversee progress monitoring of Tier 2 and Tier 3 students
- Examine progress monitoring and intervention data to help evaluate student progress
- Assist in data collection/analysis and record keeping for intervention students
- Communicate with teachers regularly to discuss student performance

School Guidance Counselor's Role in Three Tier Instructional Model

Professional school counselors are stakeholders in the development and implementation of the RTI process. Professional school counselors align with the RTI/Three-Tier Instructional Model process through the implementation of a comprehensive school counseling program designed to improve student achievement and behavior by doing the following:

- Provide all students with a standards-based guidance curriculum to address universal academic, career and personal/social development.
- Analyze academic and behavioral data to identify struggling students.
- Identify and collaborate on research-based intervention strategies that are implemented by school staff.
- Evaluate academic and behavioral progress after interventions.
- Revise interventions as appropriate.
- Refer to school and community services as appropriate.
- Collaborate with administrators about RTI/Three-Tier Instructional Model design and implementation.
- Advocate for equitable education for all students and working to remove systemic barriers.

Tier I Instruction

Tier I instruction incorporates four basic elements:

- ▶ a high-quality program of instruction based upon the MS Curriculum Frameworks;
- ▶ use of quality research-based instructional strategies;
- ▶ on-going assessment of students to determine instructional strengths and needs; and
- ▶ on-going professional development to provide teachers with necessary tools to ensure every student receives quality instruction.

Tier I instruction is designed to address the needs of the majority of a school's students. By using flexible grouping, on-going assessment and targeting specific skills, classroom teachers are able to meet instructional goals.

Examples of Tier I Interventions

The following are programs that have been shown to work and are evidenced based reading programs. It is assumed that the preponderance of referrals at the elementary level will address reading.

Tier I: Core classroom reading instruction that all students receive, assessment of student progress three times per year, and ongoing professional development.

Essential Features of Tier I:

- Screening data are collected to determine which students, by grade, have not achieved the benchmark skills required for the specific grade and time of year. Some examples of data collected during this phase could be that collected using DIBELS or AIMSWEB probes in reading. Short effective probes are available through Internet searches or through commercial vendors. The key purpose of the Tier I process is to identify students who have not developed the essential reading skills required for success at the next level of instruction. Data should be collected for the whole class at least three times per year to establish benchmarks and local norms for the school and the district.
- The task set forth in Tier I is to upgrade the general instruction in a manner that effectively addresses the needs of deficient students in a whole group setting.
- Steps for successful implementation of a Tier I process include the following:
 - The process is institutionalized for assessing entire grade levels in a screening procedure that is tied to state standards and that occurs at least three times per year.
 - Data are collected and presented in a user-friendly manner and preferably in a graphical context. A team meets at least three times per year to address the data and make instructional changes.

- Students are identified using pre-set benchmark scores, and measurable goals are established for the class and for deficient students within the classroom.
- Measurable goals are set for the next data collection period.
- The team utilizes problem-solving methods to address the needs of the deficient students and formulates these in relation to the instruction provided for the entire class.
- The team determines the level of supports and programming needs that are necessary to accomplish the whole class goals.
- Observations are conducted by teachers, psychologists, principal or others to ensure the fidelity of the instruction in the classroom.
- Teachers implement the strategies/interventions in the classroom.
- The team reconvenes to evaluate the efficacy and fidelity of the changes.

This process should develop teachers' skills to differentiate instruction for students and succeed with whole class instruction. In addition, the process should identify through objective data those students who need more intense interventions and more frequent progress monitoring. A positive aspect of appropriate Tier I interventions results in the ability to focus resources for more intense instructional or behavioral problems in Tier II and Tier III.

Tier II Instruction

For twenty to thirty percent of students, focused instruction within the regular classroom setting is not enough. These students require *supplemental instruction in addition* to the standard classroom instruction. The supplemental instruction in Tier II is designed to meet the needs of these students by providing additional individual instruction, small group instruction, and/or technology assisted instruction to support and reinforce skills being taught by the classroom teacher. In Tier II, the interventionist may be the classroom teacher, a specialized teacher, or an external interventionist specifically trained for Tier II supplemental instruction.

Tier II provides additional instruction to students who score below benchmark criteria in one or more critical areas of instruction. Tutoring sessions reflect the important learning targets of content area subjects based on the grade-level of the students. The amount of assistance and the method used are planned according to progress monitoring data. Students who progress to grade level are exited from the Tier II intervention process and their progress is monitored to assure on-level performance. Those who do not exit are provided with the third tier of intervention.

Tier II Process

Purpose: To support individual students in the general education classroom who have not met benchmarks through the whole class model of Tier I

Targeted Population: Students who have significantly lower levels of performance than their peers

Students who exhibit significant deviation from their grade level peers in academic or behavioral issues.

Students who are learning at a much slower rate than their grade level peers and falling farther behind their classmates.

Services: Creative/flexible scheduling to allocate sufficient time for small group instruction

Creative uses of personnel resources (i.e., teaching styles, team teaching,)

Thirty minutes of additional instruction daily

Prescribed supplemental instruction with assigned timelines

Documented progress monitoring weekly.

Tier II Interventions

Tier 2: Problem-solving teams

- Focus on individual non-responders
- Begin with interventions to adapt general education instruction
- Has ongoing consultative support
- Focuses on groups of non-responders (15-20%)
- Provides ongoing support to the classroom teacher from outside the classroom
- Provides ongoing pull-out support

Tier II Intervention Characteristics:

- Intervention (additional instruction) and frequent progress monitoring (e.g., at least every 2 weeks) that struggling students receive.
- Struggling students receive additional instruction and frequent progress monitoring at least every two weeks. Instruction is provided to same-ability small groups of no more than three to five students.

Tier II Interventions

Focus	For students identified with marked reading difficulties, and who have not responded to Tier I efforts
Program	Programs, strategies, and procedures designed and employed to supplement, enhance, and support Tier I
Grouping	Homogeneous small group instruction (1:3, 1:4, or 1:5)
Time	Minimum of 30 minutes per day in small group in addition to 90 minutes of core instruction
Assessment	Progress monitoring twice a month on target skill to ensure adequate progress and learning
Interventionist	Personnel determined by the school (e.g., a classroom teacher, a specialized reading teacher, an external interventionist)
Setting	Appropriate setting designated by the school; may be within or outside of the classroom

Differentiated Instruction

- Tier II includes programs, strategies, and procedures designed and employed to *supplement, enhance, and support* Tier I instruction.
- Tier II typically uses a differentiated instruction model to address small group needs. The following chart identifies what differentiated instruction is and more importantly for Tier II, what differentiated instruction is not!

Differentiated Instruction IS:

- Using assessment data to plan instruction and group students
- Teaching targeted small groups (1:3, 1:5)
- Using flexible grouping (changing group membership based on student progress, interests, and needs)
- Matching instructional materials to student ability
- Tailoring instruction to address student needs

Differentiated Instruction is NOT:

- Using only whole class instruction
- Using small groups that never change
- Using the same reading text with all students
- Using the same independent seatwork assignments for the entire class

Tier III Instruction

A small percentage of students who have received Tier II supplemental instruction (five to ten percent) continue to have marked difficulty in acquiring necessary skills. These students require instruction that is more explicit, more intensive, and specifically designed to meet their individual needs. Tier III is designed for students with low content area skills and/or a sustained lack of adequate progress when provided with primary and secondary interventions. Tutoring at this level is more intensive and includes more explicit instruction that is designed to meet the individual needs of struggling students. Instruction is tailored to specific individual student learning targets or goals, and the duration of daily instruction is longer.

Part 3 Chapter 41: Intervention

Rule 41.1 Intervention

Adoption Date: January 21, 2005

Revision: August 18, 2016

1. The purpose of this policy is to ensure that the behavioral and academic needs of every student are met through an instructional model that is designed to address student learning with quality classroom instruction and opportunities for intervention. The Mississippi Department Education (MDE) shall require every school district to follow the instructional model, which consists of three (3) tiers of instruction:
 - a. Tier 1: Quality classroom instruction based on Mississippi Curriculum Frameworks
 - b. Tier 2: Focused supplemental instruction
 - c. Tier 3: Intensive interventions specifically designed to meet the individual needs of students
2. If strategies at Tier 1 and Tier 2 are unsuccessful, students must be referred to the Teacher Support Team (TST). The TST is the problem-solving unit responsible for interventions developed at Tier 3. Each school must have a Teacher Support Team (TST) implemented in accordance with the process developed by the MDE. The chairperson of the TST shall be the school principal as the school's instructional leader or the principal's designee. The designee may not be an individual whose primary responsibility is special education. Interventions will be:
 - a. designed to address the deficit areas;
 - b. evidence based;
 - c. implemented as designed by the TST;
 - d. supported by data regarding the effectiveness of interventions.
3. Teachers should use progress monitoring information to:
 - a. determine if students are making adequate progress,
 - b. identify students as soon as they begin to fall behind, and
 - c. modify instruction early enough to ensure each student gains essential skills.

Monitoring of student progress is an ongoing process that may be measured through informal classroom assessment, benchmark assessment instruments, and large-scale assessments.

4. After a referral is made, the TST must develop and begin implementation of an intervention(s) within two weeks. No later than eight weeks after implementation of the intervention(s) the TST must conduct a documented review of the interventions to determine success of the intervention(s). No later than 16 weeks after implementation of the intervention(s), a second review must be conducted to determine whether the intervention(s) is successful. If the intervention(s) is determined to be unsuccessful, then the student will be referred for a comprehensive assessment.
5. In accordance with the Literacy-Based Promotion Act of 2013, each public school student who exhibits a substantial deficiency in reading at any time, as demonstrated through:
 - a. performance on a reading screener approved or developed by the MDE, or
 - b. locally determined assessments and teacher observations conducted in Kindergarten and Grades 1 through 3, or
 - c. statewide end-of-year assessments or approved alternate yearly assessments in Grade 3, must be given intensive reading instruction and intervention immediately following the identification of the reading deficiency. A student who was promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act must be given intensive reading instruction and intervention. The intensive intervention must include effective instructional strategies and appropriate teaching methodologies necessary to assist the student in becoming a successful reader, able to read at or above grade level, and ready for promotion to the next grade.
6. A dyslexia screener must be administered to all students during the spring of their kindergarten year and the fall of their first grade year. The screening must include the following components:
 - a. Phonological awareness and phonemic awareness;
 - b. Sound symbol recognition;
 - c. Alphabet knowledge;
 - d. Decoding skills;
 - e. Encoding skills; and
 - f. Rapid naming (quickly naming objects, pictures, colors, or symbols (letters or digits) aloud.
7. All students in Kindergarten and grades 1 through 3 shall be administered a state-approved screener within the first 30 days of school and repeated at mid-year and at the end of the school year to identify any deficiencies in reading. In addition to failure to make adequate progress following Tier 1 and Tier 2, students will be referred to the TST

for interventions as specified in Response to Intervention guidelines developed by MDE if any of the following events occur:

- a. Grades K-3: A student has failed one (1) grade;
 - b. Grades 4-12: A student has failed two (2) grades;
 - c. A student failed either of the preceding two grades and has been suspended or expelled for more than twenty (20) days in the current school year;
 - d. A student scores at the lowest level on any part of the Grade 3 or Grade 7 statewide accountability assessment; or
 - e. A student is promoted from Grade 3 to Grade 4 under a good cause exemption of the Literacy-Based Promotion Act.
8. Referrals to the TST must be made within the first twenty (20) school days of a school year if the student meets any of the criteria a-e stated above in Paragraph 7.
 9. School districts must complete, at a minimum, documentation as required for all students in Tier 2 or Tier 3. All Tier 3 documentation must accompany the student's cumulative folder upon promotion or transfer to a new school.

Source: Miss. Code Ann. § 37-177-1, et seq., (Act) (Revised 8/2016)

MTSS FLOWCHART FOR PRE-K - 12

TIER I

- **ALL Students** receive High Quality Classroom Instruction and supports for Academic and Behavior
- Universal Screener
- Curriculum aligned to state standards
- Differentiated Instruction
- **Students not successful at Tier I should move to Tier II**

TIER II

- **ALL Students** receive High Quality Classroom Instruction and supports for Academic and Behavior
- Supplemental Instruction for identified skill deficits
- Progress Monitoring
- **Differentiated Instruction**
- **Students successful in Tier II may continue in Tier II or return to Tier I**
- **Students not successful in Tier II should be referred to the Teacher Support Team (TST) for Tier III supports**

TIER III

- **ALL Students** receive High Quality Classroom Instruction and supports for Academic and Behavior
- Intensive Intervention for multiple identified skill deficits
- Progress Monitoring
- Differentiated Instruction
- **Student successful in Tier III may: continue Tier III, return to Tier II, return to Tier I.**
- **Students not successful at Tier III may: continue Tier III with an additional intervention attempted or be referred for Child Find to identify and evaluate the need for special education services.**

CHILD FIND

- **Students suspected of having a disability continue to receive High Quality Classroom Instruction and supports for Academic and Behavior**
- Request for comprehensive assessments for children suspected of having a disability should be made immediately to: the Special Education Director, another school administrator, or the Multidisciplinary Evaluation Team.
- Written consent for the evaluation must be obtained from the parent prior to the assessment.
- The MTSS Process can not be used to deny nor to delay the appropriate evaluation of a child suspected of having a disability.
- Special Education does not require all students go through the MTSS Process prior to a comprehensive assessment.
- **Students eligible for special education services will have an Individualized Educational Plan (IEP) put in place.**
- **Students not eligible for an IEP will return to the MTSS process and may be eligible for a 504.**



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Appendix G

- **Proposed School Calendar**
- **School Schedule**

PEARMAN ELEMENTARY / 2017-2018 CALENDAR



School
Holidays



Teacher
PD Days



District
Registration



Progress
Reports



Report
Cards



Semester
Exams

GRADING PERIODS

Aug 7-Oct 11 1st Nine Weeks
Oct 16-Dec 20 2nd Nine Weeks
Jan 4-Mar 9 3rd Nine Weeks
Mar 19-May 24 4th Nine Weeks

5-31 Online Registration
Returning Students
25-26 New Students to
District Registration
Central Office

JULY 2017						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-2-3 Christmas Holidays
4 Return to School
11 Report Cards
15 M.L. King Day
22 Teacher PD Day

Teacher Days 19
Student Days 18

2-3-4 Teacher PD Days
7 Students 1st day

Teacher Days 22
Student Days 19

AUGUST 2017						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

FEBRUARY 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

8 Progress Reports
12 Teacher PD Day

Teacher Days 20
Student Days 19

4 Labor Day
14 Progress Reports

Teacher Days 20
Student Days 20

SEPTEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MARCH 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12-16 Spring Break
22 Report Cards
30 Good Friday

Teacher Days 16
Student Days 16

12-13 Fall Break
19 Report Cards

Teacher Days 20
Student Days 20

OCTOBER 2017						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Easter Holiday
16 Teacher PD Day
26 Progress Reports

Teacher Days 20
Student Days 19

16 Progress Reports
20-24 Thanksgiving Holidays

Teacher Days 17
Student Days 17

NOVEMBER 2017						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2018						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

15-16-17-18 Senior Exams
18 Seniors Last Day

21-22-23 Exams
24 Students Last Day
60% Day
25 Teachers Last Day
PD Day

Teacher Days 19
Student Days 18

18-19-20 Semester Exams
60% Day
21-31 Christmas Holidays

Teacher Days 14
Student Days 14

DECEMBER 2017						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE 2018						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Pearman Elementary School
Summer Boot Camp
June 4 - June 29
8:00 AM - 12:00 PM (Students)
7:45 AM - 1:15 PM (Teachers)

Pearman Elementary School
Proposed Transformation School Bell Schedule

7:25-7:45 – Breakfast

7:45 – First Bell – Go to Classrooms

7:50 – Second Bell – Class Instruction Begins

3:30 – Bell for School to be Dismissed

Pearman Proposed Schedule

7:45 – Bell Rings for students to report to assigned homeroom

7:50 – Class begins in each grade level

The only other bell that will ring during the day is the bell at 3:30 for school to be dismissed.

Each grade level (grades 1 – 6) will have one thirty (30) minute planning time during the school day for teachers. This planning time is a collaborative planning time for the teachers in that grade level. During the time the teachers are in collaborative planning their students are in enrichment classes. These classes will rotate between Library, Computer Lab, Art, Physical Education. In library they will receive study skills instruction, research skills instruction, writing skills instruction, and reading skills instruction.

In the computer lab students will receive enrichment in reading, math, and language. In physical education students will receive classes in health education, exercise, and healthy lifestyles. In Art they will receive guidance in art history and elementary art.

PEARMAN ELEMENTARY Planning Vertical Alignment Schedule

	Monday				Tuesday			
Time	Com	Lib	Art	P.E.	Com	Lib	Art	P.E.
8:30 - 9:00	1A	1B	2A	2B	2B	2A	3B	3A
9:00 - 9:30	3A	3B	4A	4B	4B	4A	5B	5A
9:45 - 10:15	5A	5B	6A	6B	1B	1A	6B	6A

Students will be in enrichment classes while teachers are in collaborative and/or vertical alignment planning

Com = Computer Lab

Lib = Library

Art = Art

P.E. = Physical Education

Pearman Enrichment Classes Wednesday, Thursday, Friday

Friday classes will rotate every other week in order to give an equal number of times per enrichment

	Wednesday		Thursday		Friday	
Time	Com	Lib	Com	Lib	Com	Lib
8:30 – 9:00	1A	1B	1B	1A	1A	B
9:00 – 9:30	2A	2B	2B	2A	2A	2B
9:45 – 10:15	3A	3B	3B	3A	3A	3B
10:30 – 11:00	4A	4B	4B	4A	4A	4B
11:00 – 11:30	5A	5B	5B	5A	5A	5B
11:30 – 12:00	6A	6B	6B	6A	6A	6B

Increased Time on Task for Student Learning
Pearman Elementary School

Beginning Year of Priority School Status 2016/2017	Priority School Status 2017/2018	Priority School Status 2018/2019	Priority School Status 2019/2020	Priority School Status 2020/2021
<p>330 minutes per day</p> <p>8:00 – 2:45 405 min -30 min. lunch break -15 morning break -30 Activity Period 330 min per day</p> <p>178 full days X 330 minutes = 58,740 minutes</p> <p>2 – 60% days = 270 minutes per day X 2 days = 540 minutes</p> <p>58,740 + 540</p> <p>59,280 minutes in the 2016/2017 school year</p>	<p>420 minutes per day (90 extra minutes)</p> <p>7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break</p> <p>420 - Total Minutes of Instruction</p> <p>178 full days for the year</p> <p>Adding: 90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.</p> <p>2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning break</u> 300 min – Total Min. of</p>	<p>Same as 2017/2018 school year:</p> <p>7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break</p> <p>420 - Total Minutes of Instruction</p> <p>178 full days for the year</p> <p>Adding: 90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.</p> <p>2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning break</u> 300 min – Total Min. of</p>	<p>Same as 2018/2019 school year:</p> <p>7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break</p> <p>420 - Total Minutes of Instruction</p> <p>178 full days for the year</p> <p>Adding: 90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.</p> <p>2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning break</u> 300 min – Total Min. of</p>	<p>Same as 2018/2019 school year:</p> <p>7:50 AM – 3:30 PM 460 min. day -30 min. lunch break -10 morning break</p> <p>420 - Total Minutes of Instruction</p> <p>178 full days for the year</p> <p>Adding: 90 X 178 days = 16020 minutes per year or 267 hours added per year to instruction time.</p> <p>2 60% days = 5 hours 40 min. or 340 minutes per day 7:50 AM – 1:30 PM 340 min. day -30 min lunch break -10 min <u>morning break</u> 300 min – Total Min. of</p>

	<p>Instruction (30 extra minutes)</p> <p>Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day.</p> <p>Adding: 4800 minutes/80 hours</p> <p>Total Increase in Learning Time = 20880 minutes = 348 hours</p>	<p>Instruction (30 extra minutes)</p> <p>Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day.</p> <p>Adding: 4800 minutes/80 hours</p> <p>Total Increase in Learning Time = 20880 minutes = 348 hours</p>	<p>Instruction (30 extra minutes)</p> <p>Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day.</p> <p>Adding: 4800 minutes/80 hours</p> <p>Total Increase in Learning Time = 20880 minutes = 348 hours</p>	<p>Instruction (30 extra minutes)</p> <p>Adding: 30 X 2 days = 60 min. or 1 hour extra for the 60% days</p> <p>Summer Boot Camp 4 weeks (20 days) @ 4 hours (240 min.) per day.</p> <p>Adding: 4800 minutes/80 hours</p> <p>Total Increase in Learning Time = 20880 minutes = 348 hours</p>
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Over the period of time from 2017/2018 school year until June 30, 2021 Pearman Elementary Students will have GAINED a total of 83,520 minutes or 1392 hours

Appendix H

Recruitment and Hiring

- **School Leader Job Description**
- **School Leader Interview Protocols or Evaluation forms**
- **Interview Protocols or Evaluation Forms**

Appendix H

School Leader Job Description

CLEVELAND SCHOOL DISTRICT
Transformation School Leader/Principal
Job Description

Job Title: Transformation School Leader/Principal

Cleveland School District is currently conducting an open search for principal candidates for a proposed 2017-2018 Transformation Elementary School. The Transformation School Leader/Principal position is a vacancy for Pearman Elementary School, with the final decision pending board approval.

Primary Function: To use leadership and administrative skills to transform a low-performing school into an excellent learning environment where all students can achieve at high levels regardless of their backgrounds.

Reports to: Superintendent

Description: Transformation School Leader/Principal must provide the stellar leadership to plan, launch, and manage a transformation school. This includes implementing the Pearman Elementary School Transformation Model and principles, practices, and standards which focus on high student achievement, building a positive school climate that supports the whole student; leveraging research and data to drive initiatives and instruction; and building a high-performing staff and leadership team to achieve Cleveland School District vision and goals. The transformation principal will collaborate with parents, community members, the District Office, as well as, other internal/external resources and stakeholders to implement new educational programs, capital improvements, systems, tools and other resources to accelerate student achievement.

Education and Training: Master's Degree in Education Leadership or related field, in combination with Mississippi Administrative Certification or transferable principal certification received from another state, is required. At least five years as a practicing administrator is preferred.

Experience: Candidates should have proven school leadership experience with demonstrated success increasing student performance and teacher effectiveness, and specifically, closing achievement gaps of traditionally underperforming students. Experience building effective teams along with exceptional coaching skills is essential. Strong curriculum knowledge, including implementing literacy and math strategies, and data driven decision making are required. Knowledge of the Mississippi Three Tier Instructional Interventions and Supports is strongly desired.

Salary: The salary range for Cleveland School District Transformation School Leader/Principal is \$65,000-\$100,000. Salary will be based on experience, education, and certification and on the Cleveland School District Salary Scale for administrators.

Term of Employment: 234 Days

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's Policy.

CLEVELAND SCHOOL DISTRICT

Transformation Principal Competencies

Transformation principals must demonstrate additional competencies that are critical to succeeding in a low-performing school:

Results Orientation

- Sets high performance goals for themselves and others despite instability, low expectations and obstacles to success.
- Creates a sense of urgency and takes action to ensure early successes.
- Supervises the Instructional programs of the school, evaluating lesson plans and observing classes on a regular basis to encourage the use of a variety of Instructional strategies and materials consistent with research on learning and best practice.
- Establishes and monitors high standards for excellence with students, teachers, staff and other stakeholders.
- Aligns school resources and prioritizes activities to achieve maximum results based on vision and goals.
- Relentlessly focuses school activities on student achievement.

Action Orientation

- Effectively plans and takes action to achieve goals and objectives without direction.
- Consistently Identifies potential issues and obstacles and proactively takes action to create and implement solutions.
- Formulates and executes action plans despite ambiguity, obstacles or resistance.

Impact and Influence

- Establishes a culture of learning and achievement.
- Acts consistently to Influence others' thinking and behavior to achieve results.
- Communicates a clear vision of success and benefits to engage others.
- Effectively identifies and engages stakeholders (e.g. parents, community) to drive consensus, build trust and facilitate change.
- Is able to anticipate and respond to stakeholder concerns and identify and engage key influencers and community resources necessary for success.
- Influences others to take action and demands change.

Develop and Lead High Performing Team

- Effectively builds and organizes adult teams to mirror vision and produce maximum results.
- Utilizes data to make decisions on student achievement and teacher effectiveness.
- Understands team strengths and gaps.
- Selects assignments to build team capacity.
- Effectively delegates to others and engages team in decision-making.
- Encourages learning and consistently provides instruction, expectations, feedback and other development activities to encourage leadership and build capacity.
- Consistently inspires excellence and promotes high morale.

Planning and Problem Solving

- Quickly recognizes patterns and trends related to school performance.
- Analyzes complex information to formulate strategic vision and develop action plans.
- Identifies appropriate metrics and uses qualitative and quantitative data to assess performance and drive goals and decision-making.

- Recognizes cause and effect between instructional activities and results.
- Develops right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision.
- Develops effective processes to achieve desired results.

Confidence to Lead

- Consistently takes on challenging situations and believes in ability to effect change.
- Demonstrates strong commitment to others and presents ideas with confidence.
- Takes risks to achieve vision and goals, even if they deviate from the norm.
- Takes personal responsibility for mistakes and learns from them, while consistently following up with analysis and corrective action.

•adapted from the Turnaround School Leader Selection Toolkit, Public Impact

How to Apply

Candidates possessing all of the above qualifications and characteristics should email a resume and tailored cover letter to:

Cleveland School District
 Dr. Jacquelyn Thigpen, Superintendent
 305 Merritt Drive
 Cleveland, MS 38732

**Cleveland School District
Cleveland, MS**

Principal Vacancy: Pearman Elementary School

Minimum Qualifications: Licensed Administrator in Mississippi
486 Administrator Endorsement
Two (2) or Three (3) years of administrative experience in a
successful elementary or middle school

Reports to Superintendent or designee

Length of Employment: 12 months

Beginning Date: July 1, 2017

Salary based on Board approved salary schedule for administrators

Deadline to apply: Until filled

Contact Person: Dr. Jacquelyn Thigpen, Superintendent
662-843-3529

Applications must be completed online. DO NOT SEND PAPER APPLICATION OR
RESUME; no phone calls please.

Applicants MUST complete the online application. Full job description on district's website
below and follow the Human Resources link:

www.cleveland.k12.ms.us

Appendix H

School Leader Interview Protocols or Evaluation Forms

Interview Questions for Transformation Principal

Applicant's Name _____ Date _____

* Score as 1 – Poor response 2 – Average Response 3 – Excellent Response

1 – The response indicates very little knowledge of what the question is asking

2 – The response indicates only a moderate knowledge of what the question is asking

3 – The response indicates a very knowledgeable answer to what the question is asking

Score	Question Category	Question
	General	1. What motivates you to want to be principal of a transformation school? What are some challenges that may be faced?
		2. What are your strengths as an educational leader? Weaknesses? Please elaborate.
		3. What are your plans for professional growth?
	Leadership	4. How do you recruit and maintain quality teachers and staff members?
		5. Please share priorities for a four-year site improvement. What specific goals, actions, and outcomes would you propose?

		6. How do you transition to a successful school? Explain the process.
		7. Principal positions require intense time-management. Please give examples of how you organize your day to meet the various demands and commitments required as a school principal?
		8. If you are offered this position, list your top five priorities for starting the new year in a new school with a new staff that is in a transformation process.
	Data Analysis	9. Data is a large part of determining student and teacher success. Explain your involvement in PLCs. How do you use data to drive student achievement?
		10. Using data, outline the process you would use to maximize student achievement, growth, and overall school improvement.

	Evaluation	11. Describe what you consider to be a good teacher. How would you make sure teachers are living up to expectations?
	Curriculum	12. What does it mean to be college and career ready and how do we get students there?
	Student Needs	13. What discipline procedures have you found to be effective when dealing with students? Students with disabilities?
	Culture	14. How do you build a positive school culture or climate? Give examples.
	Communication	15. As a new principal in a school, how would you go about building relationships of trust and collaboration with staff, parents, and students?
	Culture/Community /Parent	16. We are a diverse school district. Explain how you would reach out to people from various demographics to ensure all students are included in the learning process.

	Parent/Community	17. Give some examples of how you have communicated with parents of challenging students.
	TOTAL	

Comments or Notes:

Interviewer: _____

Appendix H

Internal Lead Partner (SIG Officer) Job Description

CLEVELAND SCHOOL DISTRICT
Transformation School Internal Lead Partner (SIF Officer)
Job Description

Cleveland School District is currently conducting an open search for Internal Lead Partner candidates for a proposed 2017-2018 Transformation Elementary School. The Transformation School Internal Lead Partner position is a vacancy for Pearman Elementary School, with the final decision pending board approval.

Job Title: School Improvement Grant Internal Lead Partner

Reports To: Principal

Description:

Along with the requirement to use a Lead Partner, the state also requires all districts to identify an Internal Lead Partner. This person is a district staff member who facilitates the implementation process. He/She acts as the liaison between the LP and the district superintendent, and has direct contact with the state facilitator as well.

The Internal Lead Partner must demonstrate competencies that are critical to succeeding in a transformation school, including, but not limited to the following:

- Manage and oversee the implementation of the Transformation School Improvement Grant.
- Manage and procure appropriate services from the External Lead Partner and other support services that may be available to the school.
- Manage and help develop the strategic direction and performance of the Transformation School.
- Liaise with the External Lead Partner, central office, and state department of education.
- Deliver direct services and manage delivery of services from the External Lead Partner.
- Work closely with the principal and central office to support the day-to-day needs of the school.
- Discuss progress and barriers with the principal and key central office staff on a regular basis.
- Ensure alignment between External Lead Partner, other support services, school, central office, and state department of education.
- Manage key program functions for the school, including:
 - Personnel
 - Actively participate in the recruiting and hiring process for the school
- Curriculum and Instruction
- Administration and Finances
 - Involve district level executives in all major decisions
 - Control over the school level budget
- Community Advocacy
- Data Analysis and Evaluation
 - Document all practices and collect and analyze data
 - Track student performance data as well as other indicators
- Reallocation of resources

- Develop a close working relationship with all SIG participants and stakeholders.
- Assure that all contractual obligations are adhered to.
- Plans for regular critique of progress made toward implementing program goals and objectives.
- Develops and shares with implementer progress monitoring rubrics and/or instruments.
- Develops a plan for reviewing and revising any segment of the SIG to meet the needs of students more effectively.
- Submits a required analytical report on progress of SIG -including recommendations and other necessary steps to be taken for program improvement.

Minimum Qualifications:

Candidates should have at a minimum a Master's degree in Education Leadership, as well as at least five (5) years of curriculum, instruction, and assessment experience on both the school and/or district level. Candidates should possess data analytical skills along with effective written and oral communication skills.

Experience:

Candidate should have proven, entrepreneurial school leadership experience with demonstrated success in driving high performances, raising student achievement, and improving underperforming student achievement. Experience in building effective teams along with exceptional coaching skills is essential. Candidate should possess a strong knowledge of curriculum, instruction, and assessment, especially in the areas of literacy and mathematics; knowledge of K-12 school management and operation; budgeting and fiscal management; intervention early (elementary) and RTI is strongly desired.

Salary: The salary range for the Internal Lead Partner is negotiable depending on years of experience and certification.

Term of Employment: 207 Days

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's Policy.

How to Apply

Candidates possessing all of the above qualifications and characteristics should email a resume and tailored cover letter to:

Cleveland School District
Dr. Jacquelyn Thigpen, Superintendent
305 Merritt Drive
Cleveland, MS 38732

CLEVELAND SCHOOL DISTRICT

Transformation School Improvement Officer Competencies

Transformation School Improvement Officers must demonstrate additional competencies that are critical to succeeding in a transformation school, including but not limited to the following:

Results Orientation

- Sets high performance goals for themselves and others despite instability, low expectations and any other obstacles to success.
- Creates a sense of urgency and takes immediate action to ensure early successes.
- Establishes and monitors high standards for excellence with students, teachers, staff and other stakeholders.
- Aligns school resources and prioritizes activities to achieve maximum results based on vision and goals.
- Relentlessly focuses school activities on student achievement.

Action Orientation

- Effectively plans and takes action to achieve goals and objectives without direction.
- Consistently identifies potential issues and obstacles and proactively takes action to create and implement solutions.
- Formulates and executes action plans despite ambiguity, obstacles or resistance.

Impact and Influence

- Establishes a culture of learning and achievement.
- Acts consistently to influence others' thinking and behavior to achieve results.
- Communicates a clear vision of success and benefits to engage others.
- Effectively identifies and engages stakeholders (e.g. parents, community) to drive consensus, build trust and facilitate change.
- Is able to anticipate and respond to stakeholder concerns and identify and engage key influencers and community resources necessary for success.
- Influences others to take action and calls for change.

Develop and Lead High Performing Teams

- Effectively builds and organizes adult teams to mirror vision and produce maximum results.
- Understands team strengths and gaps.
- Selects assignments to build team capacity.
- Effectively delegates to others and engages team in decision-making.
- Encourages learning and consistently provides instruction, expectations, feedback and other development activities to encourage leadership and build capacity.
- Consistently inspires excellence and promotes high morale.
- Engages in planning and problem solving.
- Quickly recognizes patterns and trends related to school performance.
- Analyzes complex information to formulate strategic vision and develop action plans.
- Identifies appropriate metrics and uses qualitative and quantitative data to assess performance and drive goals and decision-making.
- Recognizes cause and effect between instructional activities and results.
- Develops right balance of strategic and tactical plans to achieve immediate success while maintaining long-term vision.
- Develops effective processes to achieve desired results.

Confidence to Lead

- Consistently takes on challenging situations and believes in ability to effect change.
- Demonstrates strong commitment to others and presents ideas with confidence.
- Takes risks to achieve vision and goals, even if they deviate from the norm.
- Takes personal responsibility for mistakes and learns from them, while consistently following up with analysis and corrective action.

How to Apply

Candidates possessing all of the above qualifications and characteristics should email a resume and tailored cover letter to:

Cleveland School District
Dr. Jacquelyn Thigpen, Superintendent
305 Merritt Drive
Cleveland, MS 38732

Interview Questions for Internal Lead Partner (SIG Officer)

Applicant's Name _____ Date _____

* Score as 1 – Poor response 2 – Average Response 3 – Excellent Response

1 – The response indicates very little knowledge of what the question is asking

2 – The response indicates only a moderate knowledge of what the question is asking

3 – The response indicates a very knowledgeable answer to what the question is asking

Score	Question Category	Question
	General	1. What motivates you to want to be an Internal Lead Partner (SIG Officer) of a transformation school? What are some challenges that may be faced?
		2. What are your strengths as an educational leader? Weaknesses? Please elaborate.
	Leadership	3. How do you lead teachers in a transformation from low achieving to high achieving?
	Leadership	4. Please share priorities for a four-year site improvement. What specific goals, actions, and outcomes would you propose?

		5. How do you transition from a failing school to a successful school? Explain the process.
		6. Please give examples of how you organize your day to meet the various demands and commitments required as a school improvement officer?
	Data Analysis	7. Managing data is a large part of this job. Explain how you would organize your time and your day to balance the need for detailed data management and classroom improvement.
		8. Using data, outline the process you would use to maximize student achievement, growth, and overall school improvement.
	Evaluation	9. Describe what you consider to be a good teacher. How would you make sure teachers are living up to expectations?
	Curriculum	10. What does it mean to be college and career ready and how do we get students there?

	Culture	11. How do you build a positive school culture or climate? Give examples.
	Communication	12. As a Transformation Internal Leader in a school, how would you go about building relationships of trust and collaboration with staff, parents, and students?
	Culture/Community /Parent	13. We are a diverse school district. Explain how you would reach out to people from various demographics to ensure all students are included in the learning process.
	TOTAL	

Comments or Notes:

Interviewer: _____

Appendix H

Transformation Academic Coaches (Literacy and Math) Job Description

CLEVELAND SCHOOL DISTRICT
Transformation School Academic Coaches (Literacy and Math)
Job Description

Cleveland School District is currently conducting an open search for Math and Literacy Academic Coach Candidates for a proposed 2017-2018 Transformation Elementary School. The Transformation School Academic Coach position is a vacancy for Pearman Elementary School, with the final decision pending board approval. The Academic Coach will utilize data to support staff in developing and improving learning opportunities for students. Provide coaching support for teachers in core classes. Coach will ensure that student achievement data drives instructional decisions at the classroom and school level.

Job Title: Transformation School Academic Coach

Reports To: Principal

Description:

- Assists teachers in designing and implementing lesson plans and assessments that reflect the use of Best Practices and are correlated to the Mississippi Curriculum Framework, Common Core State Standards, and International Baccalaureate standards, principles, and practices for the purpose of providing instruction that will increase academic achievement.
- Assists teachers in developing classroom management strategies that foster a climate conducive to academic achievement for students in all subgroups for the purpose of raising achievement and addressing the academic needs of all students.
- Assists teachers in securing appropriate resources for the purpose of implementing the School Improvement Plan.
- Assists teachers in using flexible grouping for the purpose of addressing academic deficiencies appropriately and providing opportunities to accelerate academic performance.
- Assists the school's leadership team in monitoring the implementation of actions and strategies included in the School Improvement Plan for the purpose of assisting the school in meeting the identified goals.
- Guides and assists grade levels in the development of teaching units and common assessments for the purpose of gathering data that will be used to target specific content areas.
- Guides teachers in the implementation of the Mississippi Curriculum Framework and the MSCCR State Standards and maintains a data file of teachers at the school who have participated in trainings to include the dates and core subjects in which they received training for the purpose of monitoring Professional Learning.
- Keeps current on information related to School Improvement for the purpose of providing instruction that is supported by research-based practices.
- Leads the school in providing extended time on task for students who fail to meet goals on the Mississippi State Curriculum Assessments for the purpose of increasing academic performance, and meeting or exceeding the standards.

- Monitors the delivery of instruction to students in all subgroups within the school for the purpose of helping the school make adequate yearly progress.
- Provides assistance to teachers in analyzing test data and student work for the purpose of planning instruction that targets identified needs.
- Provides model lessons for teachers in academic areas for the purpose of identifying effective instructional practices.
- Provide collaborative support to teachers through problem solving, modeling lessons, scheduling opportunities for peer observations, and conducting mini-training sessions.
- Works closely with the principal in planning, implementing, and assessing reform efforts at the school for the purpose of creating a learning environment that supports academic achievement for all students.
- Works with the school's leadership team for the purpose of developing and implementing a staff development plan that identifies professional development needs.
- Observes and evaluates the instructional program utilizing all domains of the Mississippi Statewide Teacher Appraisal Rubric.
- Maintains good daily attendance and punctuality for the purpose of ensuring the goals of the work unit can be met.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.

Minimum Qualifications:

Candidates should have:

- Master's degree in Education with a concentration in Literacy or Math.
- At least three (3) years classroom teaching or closely related experience.
- Prior coaching experience is preferred.

Experience:

- Knowledge of curriculum guidelines for Cleveland School District and Mississippi State Department of Education.
- Skill in effective oral, written, and interpersonal communication; coordinating and collaborating with departments to establish and execute responsibilities; computer skills including electronic mail, record keeping, word processing, spreadsheets, student data management systems, internet navigation and related software applications; and management skills gained through multi-tasking and coaching
- Ability to plan and develop course of study suitable for specific grade levels; develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips, audiovisual and library resources, computers and the internet; uses relevant computer applications; prioritizes tasks; and manages multiple assignments simultaneously.
- Skill in effective oral, written, and interpersonal communication; coordinating and collaborating with departments to establish and execute responsibilities; computer skills including electronic mail, record keeping, word processing, spreadsheets, student data management systems, internet navigation and related software applications; and management skills gained through multi-tasking and coaching.
- Ability to plan and develop course of study suitable for specific grade levels; develop lesson plans incorporating lectures, projects, group discussions, exhibits, field trips,

audiovisual and library resources, computers and the internet; uses relevant computer applications; prioritizes tasks; and manages multiple assignments simultaneously.

Salary: The salary range for the Academic Coach is negotiable depending on years of experience and certification.

Term of Employment: 207 Days

Evaluation: Performance of this job will be evaluated in accordance with provisions of the Board's Policy.

How to Apply

Candidates possessing all of the above qualifications and characteristics should email a resume and tailored cover letter to:

Cleveland School District
Dr. Jacquelyn Thigpen, Superintendent
305 Merritt Drive
Cleveland, MS 38732

Interview Questions for Transformation Academic Coach

Subject: _____

Applicant's Name _____ Date _____

* Score as 1 – Poor response 2 – Average Response 3 – Excellent Response

1 – The response indicates very little knowledge of what the question is asking

2 – The response indicates only a moderate knowledge of what the question is asking

3 – The response indicates a very knowledgeable answer to what the question is asking

Score	Question Category	Question
	General	1. Pearman is a Transformation School. What does that mean?
	General	2. What motivates you to want to be an academic coach of a transformation school? What are some challenges that may be faced?
	General	3. What are your strengths as an educational leader? Weaknesses? Please elaborate.
	Culture	4. What does the term coaching mean to you?
	Culture	5. When you think about your typical day as a coach, what kinds of tasks would you be doing? How would you organize it?
	Leadership	6. What are the qualities of an effective coaching conversation?
	Evaluation	7. If you are successful as a coach in this school, how would I be able to tell that at the end of your first year?

	Leadership	8. How do you see yourself working with professional learning teams?
	Culture	9. As a coach, how would you develop trust with teachers?
	Culture	10. How do you perceive the relationship of a coach with the school principal?
	Culture/Community	11. How do you perceive the relationship of a coach with students? Parents?
	Leadership	12. What makes for a successful demonstration lesson?
	Curriculum	13. What does it mean to be college and career ready and how do we get students there?
	Curriculum	14. How do you ensure that the district's prescribed curriculum is being executed?
	Evaluation	15. Describe what you consider to be a good teacher. How would you make sure teachers are living up to expectations?
	Culture	16. How do you maintain quality teachers and staff members?
	Data Analysis	17. What is the role of data in the work of a coach?
	Data Analysis	18. Using data, outline the process you would use to maximize student achievement, growth, and overall school improvement.

	Goal Setting	19. What are your plans for your own professional growth?
	Evaluation	20. Describe a difficult situation in which you were ultimately successful.
	Curriculum	21. What makes you an expert in this role as Academic Coach?
	TOTAL	

Comments or Notes:

Interviewer: _____

Appendix H

Classroom Teacher Interview Protocols/Applicant Evaluation Forms

CLEVELAND SCHOOL DISTRICT
Transformation School Classroom Teacher
Job Description

Cleveland School District is currently conducting an open search for Classroom Teacher candidates for a proposed 2017-2018 Transformation Elementary School. The Transformation School Classroom Teacher position is a vacancy for Pearman Elementary School, with the final decision pending board approval.

Job Title: Classroom Teacher

Reports To: Principal

Qualifications:

1. Certificate, license, or other legal credential required.
2. Degree(s) required and endorsement(s).
3. Kind and amount of prior job experience as required by the Board.
4. Such alternatives to the above qualifications as the State Board may find appropriate and acceptable.

Job Goal: To provide students with academic skills necessary to function in daily living, for achieve success on state and national achievement tests, and to serve as a foundation for learning at the next grade level.

Lesson Plans

- Utilizes and references districts and/or state mandated competencies, objectives, and/or benchmarks.
- Uses a variety of effective teaching procedures, materials/media, and assessments appropriate for learners.
- Documents and reports to the principal completion of and progress on state benchmarks, blueprints, and writing rubrics.

Classroom Management

- Attends to routine tasks during initial minutes of class.
- Uses instructional time effectively / time on task.
- Promotes a positive and safe classroom environment conducive to learning.
- Provides for smooth transition from one activity to another.
- Maintains appropriate classroom discipline.
- Maintains poise and self control.
- Establishes high expectations for learners.
- Promotes active learner participation.
- Shows evidence of appropriate and positive student – teacher interaction.
- Monitors access and usage of the internet.

Delivery of Instruction

Plans for Effective Instruction

- Aligns all instructional material to state benchmarks, blueprints, rubrics, and assessments
- Delivers instruction connecting state benchmarks, blueprints, teaching strategies, student interventions, and other state supporting materials to the student performance requirements of the state assessment program

Follows Lesson Cycle

- Shows evidence of student achievement (grade proficiency) and growth based on the Mississippi Assessment System over a two year period.
- Provides guided practice activities for students.
- Uses interest approach to introduce lesson.
- Motivates students with the purpose and importance of the lesson.
- Provides instruction appropriate for the level of the learner.
- Presents lesson in an appropriate scope and sequence.
- Provides learners with appropriate practice on lesson content.
- Adjusts instruction / re-teaches as necessary.
- Provides appropriate lesson closure.

Effective Teaching Practices

- Demonstrates knowledge of subject matter.
- Accommodates individual differences and learning styles.
- Uses a variety of instructional techniques or methods.
- Communicates directions clearly.
- Uses correct oral and written communication.
- Uses technology and instructional aides effectively.
- Demonstrates enthusiasm for teaching and learning.
- Addresses the varied achievement levels of students.
- Demonstrates concern for students as individuals.
- Documents instruction based on state benchmarks.

Evaluation of Student Progress

- Links state assessments to classroom instruction.
- Uses a variety of evaluation methods.
- Provides appropriate evaluation feedback to student, parents, and administrators in a timely manner.
- Maintains records of student performance (grade books, progress reports, rubrics, benchmarks, etc.).
- Shows evidence of student achievement and growth based on the Mississippi testing program.
- Incorporates test items that mimic the format and level of difficulty of state test items.
- Utilizes state writing rubrics to evaluate progress on written assignments.
- Administers and reports progress on state practice tests as required.
- Reports student progress toward mastery of state required benchmark items as assessed through the state assessment program to the principal each nine week period.

Professional Responsibility

- Dresses in an appropriate and professional manner.
- Arrives on time and remains until the designated time to leave for all assignments.

- Complies with school policies, State Department of Education regulations, School Board policies, and supports the school system.
- Attends all meetings, workshops, and in-service training programs required by the school or district.
- Demonstrates professional behavior at all times with the community, administrators, teachers, parents, and students.
- Maintains equipment and fixed assets according to district policy.
- Seeks professional development activities to address personal professional growth.
- Promotes the district's vision, mission, and goals.
- Performs other duties as assigned

Terms of Employment: Salary and work year will be established by the Board.

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

Term of Employment: 187 Days

How to Apply

Candidates possessing all of the above qualifications and characteristics should email a resume and tailored cover letter to:

Cleveland School District
Dr. Jacquelyn Thigpen, Superintendent
305 Merritt Drive
Cleveland, MS 38732

Interview Questions for Transformation Classroom Teachers

Applicant's Name _____ Date _____

* Score as 1 – Poor response 2 – Average Response 3 – Excellent Response

1 – The response indicates very little knowledge of what the question is asking

2 – The response indicates only a moderate knowledge of what the question is asking

3 – The response indicates a very knowledgeable answer to what the question is asking

Score	Question Category	Question
	General	1. What motivates you to want to be a classroom teacher in a transformation school? What are some challenges that may be faced?
		2. What are your strengths as a teacher? Weaknesses? Please elaborate.
		3. What are your plans for professional growth and career advancement?
	Leadership	4. How do you encourage students to learn? Can a student be forced to learn?
		5. Do you have a track record of proven performance in improving student learning? Please elaborate and share past achievements- specifically related to improving

		student achievement.
		6. Teachers must hold high expectations for all students and exert the required time and effort needed to address the various ability levels within the classroom. How will you accomplish this expectation?
		7. Please share priorities for an improvement plan for a grade level. What specific goals, actions, and outcomes would you propose?
		8. As a classroom teacher, how do you help in the transition from a failing school to a successful school? Explain the process.
		9. Teacher positions require intense time-management. Please give examples of how you organize your day to meet the various demands and commitments required in a classroom that must be diverse and also meet goals and objectives of the state, district, and school?
		10. If you are offered this position, list your top five priorities for starting the new year in a new school that is in a transformation process.

	Data Analysis	11. Data is a large part of determining student and teacher success. Explain your involvement in PLCs. How do you use data to drive student achievement?
		12. Using data, outline the process you would use to maximize student achievement, growth, and overall grade level improvement.
	Evaluation	13. Describe what you consider to be a good teacher. How would you make sure that you are living up to expectations?
	Curriculum	14. What does it mean to be college and career ready and how do we get students there?
	Curriculum	15. How would you use technology in the classroom not only for enhancement of the curriculum but also for interventions?
	Student Needs	16. How do you establish authority/discipline? What do you do when a discipline problem arises?

	Student Needs	17. What discipline procedures have you found to be effective when dealing with students? Students with disabilities?
	Curriculum	18. What subjects have you taught? What subjects do you prefer to teach? Have you taught in a self-contained classroom setting? Have you taught in a departmentalized setting?
	Culture	19. How do you help build a positive school culture or climate? Give examples.
	Communication	20. As a new teacher in a school, how would you go about building relationships of trust and collaboration with other staff, parents, and students?
	Culture/Community /Parent	21. We are a diverse school district. Explain how you would reach out to people from various demographics to ensure all students are included in the learning process.

	Parent/Community	22. Give some examples of how you have communicated with parents of challenging students.
	TOTAL	

Comments or Notes:

Interviewer: _____

Appendix H

Academic Tutors Interview Protocols/Applicant Evaluation Forms

CLEVELAND SCHOOL DISTRICT
Transformation School Assistant Teacher/Tutor
Job Description

Cleveland School District is currently conducting an open search for Assistant Teacher/Tutor candidates for a proposed 2017-2018 Transformation Elementary School. The Transformation School Assistant Teacher/Tutor position is a vacancy for Pearman Elementary School, with the final decision pending board approval.

Job Title: Assistant Teacher/Tutor

Qualifications:

1. Two years of college or Associate Degree or other requirements as deemed necessary by
No Child Left Behind.
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

Reports To: Superintendent of Education, the Deputy Superintendent, Principal, SIG Officer, Supervising Teacher, and other designated supervisor.

Job Goal: To assist the classroom teachers in improving the academic level of performance of students who fall in the lower quartile and in meeting the needs of the students.

Professional Responsibilities

- Serves as the chief source of information and help to any substitute teacher assigned in the absence of the regular teacher
- Maintains the same high level of ethical behavior and confidentiality of information about students as is expected of fully licensed teachers
- Participates in in-service training programs as assigned
- Follows school board policy and school rules and regulations

Classroom Management

- Operates and cares for equipment used in the classroom for instructional purposes
- Distributes and collects workbooks, papers, and other materials for instruction
- Keeps bulletin board and other classroom learning displays up-to-date
- Checks and records student attendance
- Collects and records collection of money
- Assists with lunch, snack, and cleanup routines
- Assists with wash-up and toilet routines
- Assists teacher in maintaining neat work and study areas
- Collects and displays suitable material for educational displays

Student Support and Supervision

- Works with individual students or small groups of students to reinforce learning of material or skills initially introduced by the teacher
- Assists with such large group activities as drill work, reading aloud, and story-telling
- Reads to students, listens to students read, and participates in other forms of oral communication with students
- Assists students in the library or media center
- Helps students with their clothing
- Fosters good eating habits and table manners in children
- Assists with the supervision of children during regular play periods
- Helps students master equipment or instructional materials assigned by the teacher

Teacher Support

- Administers, scores, and records such achievement and diagnostic tests as the teacher recommends for individual students
- Assists the teacher in devising special strategies for reinforcing materials or skills
- Guides independent study, enrichment work, and remedial work set up and assigned by the teacher
- Checks notebooks, corrects papers, and supervises testing and make-up work, as assigned by the teacher
- Alerts the regular teacher to any problem or special information about individual students
- Participates in daily and long-range lesson and classroom activity planning
- Performs others duties as assigned by the Principal, Assistant Principal, Supervising Teacher, Superintendent, Deputy Superintendent, and other supervisor

Terms of Employment: Salary and work year will be established by the Board.

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

How to Apply

Candidates possessing all of the above qualifications and characteristics should email a resume and tailored cover letter to:

Cleveland School District
Dr. Jacquelyn Thigpen, Superintendent
305 Merritt Drive
Cleveland, MS 38732

Interview Questions for Transformation Academic Tutors

Applicant's Name _____ Date _____

* Score as 1 – Poor response 2 – Average Response 3 – Excellent Response

1 – The response indicates very little knowledge of what the question is asking

2 – The response indicates only a moderate knowledge of what the question is asking

3 – The response indicates a very knowledgeable answer to what the question is asking

Score	Question Category	Question
	General	1. Have you undertaken any further formal studies since your high school graduation?
	General	2. Have you acquired any recent knowledge about how children learn?
	General	3. What are your plans for professional growth and career advancement?
	Curriculum	4. What were your favorite subjects in high school or college? Which subjects gave you the most difficulty?
	Curriculum	5. How could you assist a classroom teacher with technology?
	Culture	6. If I asked your friends to list three things about you, what would they say?
	Student Needs	7. How would you handle a student who became violent in class with you or with another child?
	Student Needs	8. If you were working with a child who had ADHD and could not sit still for more than five minutes, what would you do?

	Student Needs	9. If a student was in tears after recess because they had been bullied in the playground, what would you do?
	Student Needs	10. How would you help a student who was frequently absent due to chronic illness?
	Curriculum	11. Can a student be forced to learn?
	Culture	12. Who was the best teacher you had as a student? What made him/her so great?
	Curriculum	13. What are your strengths as a teacher? Weaknesses? Please elaborate.
	Curriculum	14. What do you believe is the most important part of an academic tutor's job?
	Culture	15. Describe a recent situation when you felt particularly proud of something you did that involved helping children.
	Student Needs	16. What are the advantages and disadvantages of integrating special needs students into regular classrooms?
	Student Needs	17. To what extent should the curriculum be modified to accommodate students with special needs?
	Curriculum	18. Should a student ever be held back a grade? Why or why not?
	Curriculum	19. Most teachers today have a child-centered approach to teaching. What are the benefits of this approach compared to teacher-directed learning?

	Curriculum	20. What are the advantages and disadvantages of small group collaborative learning?
	Culture	21. Pearman Elementary is a Transformation School. Do you know what that means?
	Leadership	22. What motivates you to want to be an academic tutor in a transformation school? What are some challenges that may be faced? How would you handle those challenges?
	Culture	23. If the classroom teacher asked you to do something you felt was wrong, what would you do?
	Evaluation	24. Describe what you consider as a good academic tutor. How would you make sure that you are living up to those expectations?
	TOTAL	

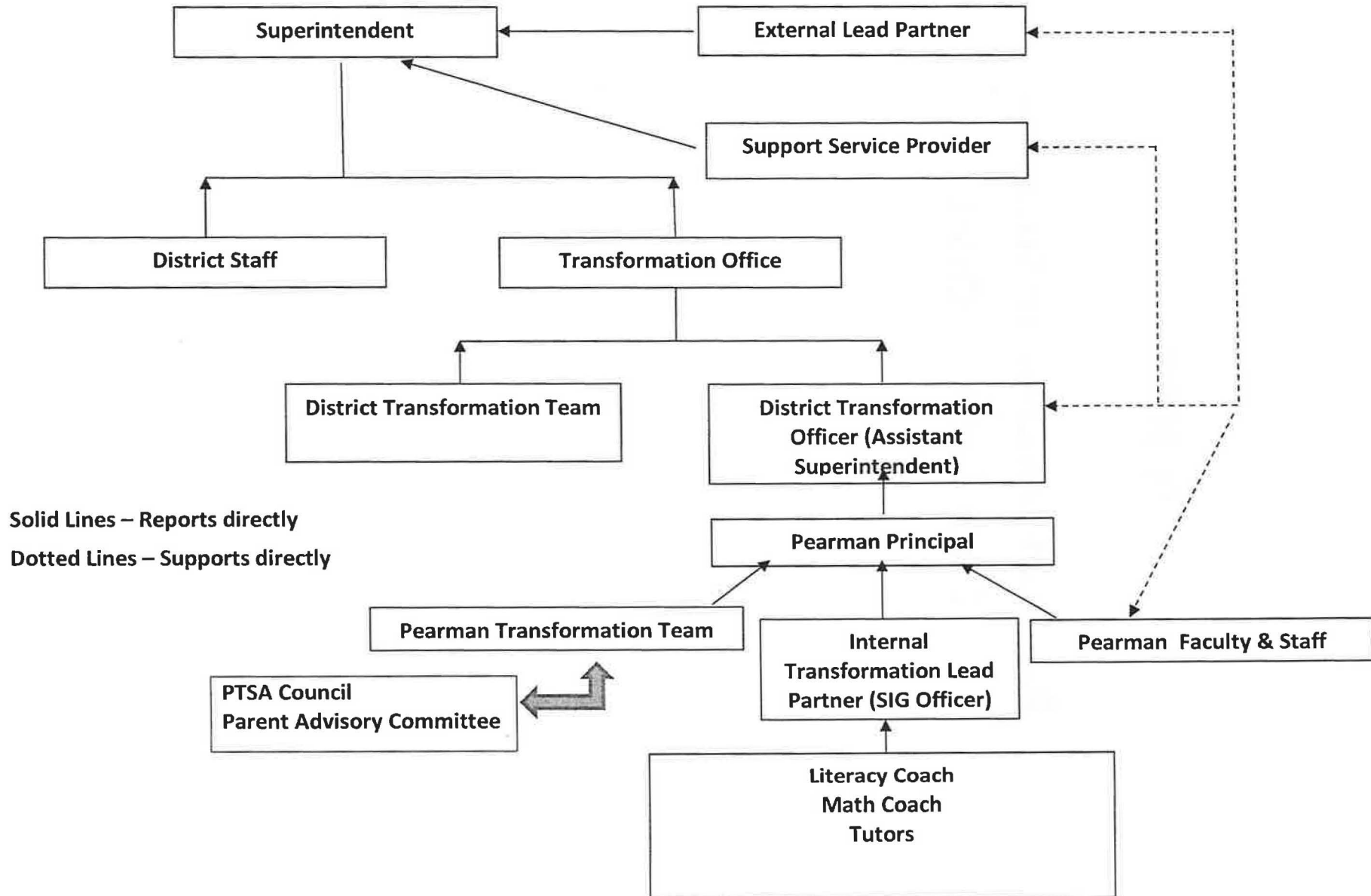
Comments or Notes:

Interviewer: _____

Appendix I

Pearman Governance Structure Organizational Chart

**Cleveland School District
Pearman Elementary School
Organizational Chart for SIG Process**



Appendix J

PATHWAYS/WHOLE-SCHOOL REFORM ONLY

Not Applicable to Pearman Elementary

Appendix K

BUDGET

**Budgets for four years
(2017/2018, 2018/2019, 2019/2020, 2020/2021)**

RECEIVED

Revised 11/05/13 OFFICE OF PROCUREMENT

MDE Grant No. 18/1201058410/6000000999/3369/001

Page 1 of 6

2017 JUL 26 PM 12 28

MISSISSIPPI DEPARTMENT OF EDUCATION

GRANT SIGNATURE SHEET

P. O. BOX 771

JACKSON, MISSISSIPPI 39205

1. Grantee's Name and Address
Cleveland School District
(Pearman Elementary)
305 Merritt Drive
Cleveland, MS 38732

2. Grantee's Contact Person and Telephone No.

Dr. Jacquelyn C. Thigpen, Superintendent 662-843-3529

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:

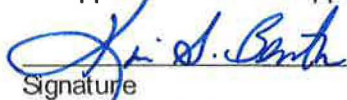
SY	GENERAL	FEDERAL/OTHER FUNDS	TOTAL
Year 1		\$671,863.00	\$671,863.00
Year 2		\$573,591.00	\$573,591.00
Year 3		\$540,867.00	\$540,867.00
Year 4		\$335,931.50	\$335,931.50
Grand Total		\$2,122,252.50	\$2,122,252.50

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

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

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

9. Approved for Mississippi Department of Education



7/25/17
Date

Name: Kim S. Benton
Title: Chief Academic Officer

10. Approved for Grantee



7-13-17
Date

Name: Jacquelyn C. Thigpen
Title: Superintendent



7/26/2017
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 Cleveland 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, Cleveland 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 Cleveland 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 Cleveland School District an amount not to exceed Year 1 (SY17-18) \$671,863.00; Year 2 (SY18-19) \$573,591.00; and Year 3 (SY19-20) \$540,867.00, Year 4 (SY20-21) \$335,931.50 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) \$671,863.00; Year 2 (SY18-19) \$573,591.00; and Year 3 (SY19-20) \$540,867.00, Year 4 (SY20-21) \$335,931.50 using the breakdown of expenses approved in the Grant Renewal Application for each school year. Travel expenses will be documented in accordance with the attached travel policy.

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


2. Grantee's Name and Address Cleveland School District (Pearman Elementary) 305 Merritt Drive Cleveland, MS 38732	2. Grantee's Contact Person and Telephone No. <u>Dr. Jacquelyn C. Thigpen, Superintendent 662-843-3529</u> 3. CFDA No. <u>84.377</u> 4. Title of Federal Program <u>School Improvement Grant 1003(g)</u> 5. Federal Award No. <u>ES377A140025, ES377A150025, ES377A160025</u> 6. Grant Beginning and Ending Dates: <u>Year 1 (SY17-18) July 1, 2017 – July 31, 2018, with a liquidation period ending Sept. 12, 2018; Year 2 (SY18-19) July 1, 2018 – July 31, 2019, with a liquidation period ending Sept. 12, 2019; Year 3 (SY19-20) July 1, 2019 – July 31, 2020, with a liquidation period ending Sept. 12, 2020; Year 4 (SY20-21) July 1, 2020 – July 31, 2021, with a liquidation period ending Sept. 12, 2021</u>
COST CATEGORY	TOTAL FUNDS
1. Salaries, Wages, Fees, and/or Fringe Benefits	1. _____
2. Travel (see travel policy) a. in-state b. out-of-state	2. _____ a. _____ b. _____
3. Contractual Services a. postage b. telephone c. rental of buildings and floor space d. rental of EDP and computer equipment e. other contractual services	3. _____ a. _____ b. _____ c. _____ d. _____ e. _____
4. Commodities	4. _____
5. Equipment a. office machines, furniture, fixtures and equipment b. data processing and computer equipment c. other equipment	5. _____ a. _____ b. _____ c. _____
6. Administrative Fees	6. _____
GRAND TOTAL	\$ 2,122,252.50



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

DISTRICT NAME Cleveland School District	DISTRICT NUMBER 0614	SCHOOL CODE 32											
NCES LEA ID 2800750	NCES SCHOOL ID 280075000085	SUPERINTENDENT'S NAME Dr. Jacquelyn Thigpen											
SIG 1003(G) PROGRAM CONTACT Dr. Jacquelyn Thigpen	ADDRESS 305 Merritt Drive, Cleveland, MS 38732												
EMAIL ADDRESS jthigpen@cleveland.k12.ms.us	TELEPHONE NUMBER 662-843-3529	FAX NUMBER 662-579-3090											
MODEL SELECTION 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		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:25%;">Year 1 Budget Implementation</th> <th style="width:25%;">Year 2 Budget Implementation</th> <th style="width:25%;">Year 3 Budget Implementation</th> <th style="width:25%;">Year 4 Budget Sustainability Activities</th> <th style="width:20%;">Four-Year Total</th> </tr> </thead> <tbody> <tr> <td>Pearman Elementary</td> <td>671,863.00</td> <td>573,591.00</td> <td>540,867.00</td> <td>335,931.50</td> <td>\$ 2,122,252.50</td> </tr> </tbody> </table>	Year 1 Budget Implementation	Year 2 Budget Implementation	Year 3 Budget Implementation	Year 4 Budget Sustainability Activities	Four-Year Total	Pearman Elementary	671,863.00	573,591.00	540,867.00	335,931.50	\$ 2,122,252.50
Year 1 Budget Implementation	Year 2 Budget Implementation	Year 3 Budget Implementation	Year 4 Budget Sustainability Activities	Four-Year Total									
Pearman Elementary	671,863.00	573,591.00	540,867.00	335,931.50	\$ 2,122,252.50								

7/25/17
Date


MDE – Director of Fiscal Grants Management

7/25/2017
Date


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 2017-2018)
☐ - Priority ☐ - Focus

FISCAL YEAR FY2018	DISTRICT NUMBER 0614	SCHOOL CODE 32	NCES LEA ID 2800750	NCES SCHOOL ID 280075000085
DISTRICT NAME Cleveland School District			SCHOOL NAME Pearman Elementary	
ADDRESS 305 Merritt Drive, Cleveland, MS 38732		SIG 1003(G) PROGRAM CONTACT Dr. Jacquelyn Thigpen		SUPERINTENDENT NAME Dr. Jacquelyn Thigpen
EMAIL ADDRESS jthigpen@cleveland.k12.ms.us		TELEPHONE NUMBER 662-843-3529		FAX NUMBER 662-579-3090



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

MDE USE ONLY	PROGRAM APPROVAL DATE & INITIALS 7/25/17 <i>SKR</i>	
	TOTAL FUNDS \$2,222,252.50	
	CARRYOVER FUNDS 0	
	CURRENT FUNDS \$671,863.00	
	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/QSES/AMD>. Obligations of funds based on this budget request cannot begin prior to receipt of a substantially approvable budget request.

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj 100s)	(Obj 200s)	(Obj 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs	138022	52334	49313			41148	38225		\$ 319,042
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs									\$ 0
7	1270	Remediation Extended School Year	32000	7766							\$ 39,766
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	99640	28928	107850		28500	2000	3575	9500	\$ 279,993
16	2220 - 2229	Educational Media Services						12000			\$ 12,000
17	2330	Special Area Administration	1000	243							\$ 1,243
18	2710 - 2799	Student Transportation Services	2371	792						2250	\$ 5,413
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out	Enter Indirect Cost Transfer Amount in the Total Column ONLY								\$ 14,406
22	Total Budget		\$ 273,033	\$ 90,063	\$ 157,163	\$ 0	\$ 28,500	\$ 55,148	\$ 41,800	\$ 11,750	\$ 671,863

Date 7/25/17

Shirley Campbell
MDE - Director of Fiscal Grants Management

Date 7/25/2017

Shirley Robinson
MDE - Director of School Improvement

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

[illegible]

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-2018)
☐ School Sustainability Budget



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

DISTRICT NAME Cleveland School District		SCHOOL NAME Pearman Elementary							DISTRICT CODE 0614		
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/OSIS/AM12 . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1120	One Year web based license for reading intervention. \$35.00 per student x 75 students = 2500.00 - Reading Intervention and Data Analysis for below grade level readers and for students in RTI and students who are in the lower 25%			2,500						\$ 2,500	145, 187, 188
1120	Web-based math program providing lesson plans, curriculum & adaptive practice. Offering curriculum, practice, assessment and intervention for 1st grade - 6th grade students (\$15.00 per student x 275 students = \$4125.00)			4,125						\$ 4,125	144, 145, 187, 188
1120	(Math and Reading - 3 year quote) Web Based Programs for reading and math interventions and supplementary reading and math for students in RTI and students who are in the lower 25%			30,448						\$ 30,448	144, 145, 187, 188
1120	Web Based Software Programs (3 year unlimited access) for reading interventions and supplementary reading for students in RTI and students who are in the lower 25%			11,000						\$ 11,000	145, 187, 188
1120	Management License for 50 chromebooks @ \$24.80 = \$1,240.00			1,240						\$ 1,240	144
1120	Inquiry-based science units. These programs will be used in science for grades 1-6. Costs are estimated in the budget based on select modules for Grades 1-6 that are aligned with MSCCR.						2,000			\$ 2,000	147, 148, 165
FUNCTION TOTAL		\$ 0	\$ 0	\$ 49,313	\$ 0	\$ 0	\$ 2,000	\$ 0	\$ 0	\$ 51,313	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-2018)
☐ School Sustainability Budget



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

DISTRICT NAME Cleveland School District		SCHOOL NAME Pearman Elementary							DISTRICT CODE 0614		
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/ROSIS/AMH. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request.</p> <p>The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
1120	Math resource materials and general supplies for the Math Coach						1,500			\$ 1,500	145
1120	Manipulatives; Math skills materials; Math integration materials; Place value materials; Operations materials; time, money, measurement materials; fractions, probability, statistics materials for grades 1-6 (\$300 per teacher x 8 teachers = \$2400.00)						2,400			\$ 2,400	145
1120	Classroom leveled libraries and classroom literature sets to augment reading practice for comprehension and fluency (16 teachers @ \$500. per teacher = \$8000.00)						8,000			\$ 8,000	146
1120	Classroom sets of fiction and non-fiction subject area texts aligned to the text complexity expectations of MSCCR; student assessment materials ((8 teachers @ \$500.00 per teacher = \$4000.00)						4,000			\$ 4,000	145 ,166
1120	Social Studies additional manipulatives, maps, and globes, non-fiction texts to supplement content for above, average, and below grade level readers. (8 teachers @ \$500.00 per teacher = \$4000.00)						4,000			\$ 4,000	148 ,166
1120	Learning Environment: Classroom Supplemental Supplies (\$921.75 per teacher x 16 teachers) to spend toward supplemental instructional materials, such as workbooks, student planners, posters, CD's, software, digital media, classroom library books, math or science manipulatives, posters of historical or primary source documents, writing journals, PBIS incentives, parental involvement supplies, and ESY instructional supplies						14,748			\$ 14,748	145 ,166
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 34,648	\$ 0	\$ 0	\$ 34,648	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-2018)
☐ School Sustainability Budget



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

DISTRICT NAME Cleveland School District		SCHOOL NAME Pearman Elementary						DISTRICT CODE 0614			
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/GSES/AMI/. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Do not enter any non-approved items for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1120	1 computers, monitors and other peripherals and set up for Math Coach							1,200		\$ 1,200	145
1120	1 computers, monitors and other peripherals and set up for ELA Coach							1,200		\$ 1,200	146
1120	Office desk and chair for Math Coach (non-capitalized furniture and equipment)							550		\$ 550	145
1120	Office desk and chair for ELA Coach (non-capitalized furniture and equipment)							550		\$ 550	146
1120	General supplies for ELA Coach for Remedial ELA that will be developed as a comprehensive literacy program that includes phonological and decoding work for below grade level students, grammar & usage, vocabulary/morphology, reading comprehension, writing/speaking.						1,500			\$ 1,500	147
1120	General Science Supplies for small classroom projects - \$500.00 per grade level x 6 grade levels						3,000			\$ 3,000	147, 148, 150
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 4,500	\$ 3,500	\$ 0	\$ 8,000	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-2018)
☐ School Sustainability Budget



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

DISTRICT NAME Cleveland School District		SCHOOL NAME Pearman Elementary						DISTRICT CODE 0614			
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FUNCTION NUMBER <small>(1)</small>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) <small>(2)</small>	SALARIES <small>(3)</small>	EMPLOYEE BENEFITS <small>(4)</small>	PURCHASED PROFESSIONAL & TECHNICAL SERVICES <small>(5)</small>	PURCHASED PROPERTY SERVICES <small>(6)</small>	OTHER PURCHASED SERVICES <small>(7)</small>	SUPPLIES <small>(8)</small>	PROPERTY <small>(9)</small>	OTHER OBJECTS <small>(11)</small>	TOTALS <small>(12)</small>	Align with Pg of Plan <small>(13)</small>
		<small>(Obj. 100s)</small>	<small>(Obj. 200s)</small>	<small>(Obj. 300s)</small>	<small>(Obj. 400s)</small>	<small>(Obj. 500s)</small>	<small>(Obj. 600s)</small>	<small>(Obj. 700s)</small>	<small>(Obj. 800s)</small>		
1120	50 Chromebooks - = 50 @ \$189.50 = \$9,475.00 for 6th grade. As 6th grade students, they will be learning keyboarding skills. They will use the chrome books for that. After this year there will be no paper and pencil state testing. State testing will require that students type their responses so tests so keyboarding skills will be necessary. Also, as 7th and 8th grade students they will be using chrome books in the middle school. This transition to chrome books in the 6th grade will be beneficial to this process.							9,475		\$ 9,475	144
1120	2 Carts @ \$750.00 = \$1500.00 for the 50 Chromebooks (non-capitalized furniture and equipment)							1,500		\$ 1,500	144
1120	50 tablets for grade 5 - Tablets (10 packs) with 3-year care warranty = 5 @ \$3,930.00 = \$19,650.00 - Tablets are needed in the 5th grade. Students in grades Kindergarten, one, two, three, and four already have access to Tablets. 5th grade have none. We would need to purchase 50 Tablets for 5th grade							19,650		\$ 19,650	68, 145
1120	For the Tablets - 2 LocknCharge Carts @ \$1799.95 = \$3,599.90 (non-capitalized furniture and equipment)							3,600		\$ 3,600	68, 145
1120	Calculators (for 5th and 6th grade students)							500		\$ 500	144, 145
1120										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 34,725	\$ 0	\$ 34,725	

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- MISSISSIPPI
DEPARTMENT OF
EDUCATION

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- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-2018)
☐ School Sustainability Budget



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

DISTRICT NAME Cleveland School District		SCHOOL NAME Pearman Elementary						DISTRICT CODE 0614			
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FUNCTION NUMBER <small>(Numbers and Descriptions are placed on page) (1)</small>	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) <small>(2)</small>	SALARIES <small>(3)</small>	EMPLOYEE BENEFITS <small>(4)</small>	PURCHASED PROFESSIONAL & TECHNICAL SERVICES <small>(5)</small>	PURCHASED PROPERTY SERVICES <small>(6)</small>	OTHER PURCHASED SERVICES <small>(7)</small>	SUPPLIES <small>(8)</small>	PROPERTY <small>(9)</small>	OTHER OBJECTS <small>(11)</small>	TOTALS <small>(12)</small>	Align with Pg of Plan <small>(13)</small>
		<small>(Obj. 100s)</small>	<small>(Obj. 200s)</small>	<small>(Obj. 300s)</small>	<small>(Obj. 400s)</small>	<small>(Obj. 500s)</small>	<small>(Obj. 600s)</small>	<small>(Obj. 700s)</small>	<small>(Obj. 800s)</small>		
2210	Internal Lead Partner (SIG Officer)	67,000								\$ 67,000	62, 194, 195
2210	Fringe Benefits for Internal Lead Partner (SIG Officer) <small>(Health Insurance \$4628.00; Life Insurance \$117.00; Social Security \$5125.50; Retirement \$10552.50; and Workers Comp \$583.00)</small>		21,006							\$ 21,006	194, 195
2210	Office supplies for Internal Lead Partner (SIG Officer)						1,000			\$ 1,000	194, 195
2210	1 computers, monitors and other peripherals and set up for Internal Lead Partner (SIG Officer)							1,200		\$ 1,200	194 ,195
2210	Office desk (Internal Lead Partner (SIG Officer) (non-capitalized furniture and equipment)							400		\$ 400	194 ,195
2210	Office chair (Internal Lead Partner (SIG Officer) (non-capitalized furniture and equipment)							150		\$ 150	194, 195
FUNCTION TOTAL		\$ 67,000	\$ 21,006	\$ 0	\$ 0	\$ 0	\$ 1,000	\$ 1,750	\$ 0	\$ 90,756	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-2018)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (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	File Cabinets (2) 4 drawer for Internal Lead Partner (SIG Officer) (non-capitalized furniture and equipment)							400		\$ 400	194,195
2210	Laptop computer for Internal Lead Partner (SIG Officer)							950		\$ 950	194,195
2210	Tablet for Internal Lead Partner (SIG Officer)							475		\$ 475	194,195
2210	Analysis for PD (1 @ \$2000.00) An online solution that empowers administration to tie professional development spending to measures of teacher improvement and student outcomes. This will also help organize school schedule files, manage internal and external coaches and consultants, use automated dashboards, and access reports to inform professional learning. (3 @ \$4350.00)			6,350						\$ 6,350	232,247,248
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 6,350	\$ 0	\$ 0	\$ 0	\$ 1,825	\$ 0	\$ 8,175	

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- MISSISSIPPI
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- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-2018)
☐ School Sustainability Budget



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

DISTRICT NAME Cleveland School District		SCHOOL NAME Pearman Elementary						DISTRICT CODE 0614			
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FUNCTION NUMBER <small>(State or non-state funding use as appropriate)</small> (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)		
2213	Office Location: Technical Meetings, and Conferences for District Transformation .Officer & CO Admin					6,000				\$ 6,000	246
2213	Travel for workshops for National Subject Area Conference for School Improvement 4 teachers @ \$1500					6,000				\$ 6,000	246, 247
2213	Travel for Differentiated Instruction Conference 6 people @ \$1500					9,000				\$ 9,000	246, 247
2213	Travel For National Subject Area Conferences 2 teachers @ \$1500					3,000				\$ 3,000	246, 247
2213	State Conferences: Subject Area (6 teachers @ \$750)					4,500				\$ 4,500	246, 247
2213	Professional Development materials for Internal Lead Partner						1,000			\$ 1,000	194, 195
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 28,500	\$ 1,000	\$ 0	\$ 0	\$ 29,500	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-2018)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
2213	Office Location: Registration & Fees for Meetings & conferences for Technical Meetings and Conferences for Dist. Trans. Officer & C.O. Admin.								2,000	\$ 2,000	246, 247
2213	Registration fee for National Subject Area Conferences for school improvement 4 teachers @ \$500								2,000	\$ 2,000	246, 247
2213	Registration fee for Differentiated Instruction Conference 6 people @ \$500								3,000	\$ 3,000	246, 247
2213	Registration for National Subject Area Conferences 2 teachers @ \$500								1,000	\$ 1,000	246, 247
2213	Registration for State Conferences: Subject Area (6 teachers @ \$250)								1,500	\$ 1,500	246, 247
										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 9,500	\$ 9,500	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-2018)
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FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
2330	Bonus at end of year for principal if students have made growth	1,000								\$ 1,000	77, 209
2330	Fringe Benefits for Principal Bonus based on yearly growth (Social Security \$76.50, Retirement \$ 157.50, and Workers Comp \$9.00)		243							\$ 243	77, 209
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 1,000	\$ 243	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,243	

- ☐ School Planning Budget
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FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (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)		
2720	Salary for 3 Bus Drivers (\$9.88 per hour; 4 hours a day x 20 days extended school year x 3 bus drivers)	2,371								\$ 2,371	179
2720	Fringe Benefits for 3 Bus Drivers (20 days Boot camp/extended year) (Social Security \$181.40; Retirement \$373.45, and Workers Comp \$237.14)		792							\$ 792	179
2720	Transportation Costs - 3 buses @ 25 miles per day @ \$1.50 per mile for 20 days								2,250	\$ 2,250	179
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 2,371	\$ 792	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,250	\$ 5,413	

- ☐ School Planning Budget
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☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (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)		
2220	For Media Center/Library: Age appropriate Grade Level Reading texts for vocabulary development						10,000			\$ 10,000	149-151
2220	For Media Center/Library: Reference Materials for Students and Professional Reference Library Materials						2,000			\$ 2,000	149-151
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 12,000	\$ 0	\$ 0	\$ 12,000	

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☒ - LEA Comprehensive Full Implementation Budget (Year 2019)
☒ - Priority ☐ - Focus

FISCAL YEAR FY2019	DISTRICT NUMBER 0614	SCHOOL CODE 32	NCES LEA ID 2800750	NCES SCHOOL ID 280075000085
DISTRICT NAME Cleveland School District			SCHOOL NAME Pearman Elementary	
ADDRESS 305 Merritt Drive, Cleveland, MS 38732		SIG 1003(G) PROGRAM CONTACT Dr. Jacquelyn Thigpen		SUPERINTENDENT NAME Dr. Jacquelyn Thigpen
EMAIL ADDRESS jthigpen@cleveland.k12.ms.us		TELEPHONE NUMBER 662-843-3529		FAX NUMBER 662-579-3090

2018-2019



MISSISSIPPI
DEPARTMENT OF
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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 DATE & INITIALS 7/25/17 <i>SPK</i>	
	TOTAL FUNDS \$2,122,252.50	
	CARRYOVER FUNDS	
	CURRENT FUNDS \$573,591.00	
	BEGIN DATE 7/1/17	END DATE 9/30/21

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

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs	138022	52334	7865			36415			\$ 234,636
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs									\$ 0
7	1270	Remediation Extended School Year	32000	7766							\$ 39,766
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	99640	28928	106350		28500	1500		9500	\$ 274,418
16	2220 - 2229	Educational Media Services						5000			\$ 5,000
17	2330	Special Area Administration	1000	243							\$ 1,243
18	2710 - 2799	Student Transportation Services	2371	792						2250	\$ 5,413
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out	Enter Indirect Cost Transfer Amount in the Total Column ONLY								\$ 13,115
22	Total Budget		\$ 273,033	\$ 90,063	\$ 114,215	\$ 0	\$ 28,500	\$ 42,915	\$ 0	\$ 11,750	\$ 573,591

Date

Shirley Campbell
MDE - Director of Fiscal Grants Management

Date

Shirley Campbell
MDE - Director of School Improvement

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

[illegible]

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-2019)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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. The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1120	One Year web based license for reading intervention. \$35.00 per student x 75 students = 2500.00 - Reading Intervention and Data Analysis for below grade level readers and for students in RTI and students who are in the lower 25%			2,500						\$ 2,500	145, 187, 188
1120	Web-based math program providing lesson plans, curriculum & adaptive practice. Offering curriculum, practice, assessment and intervention for 1st grade - 6th grade students (\$15.00 per student x 275 students = \$4125.00)			4,125						\$ 4,125	144, 145, 187, 188
1120	Management License for 50 chromebooks @ \$24.80 = \$1,240.00			1,240						\$ 1,240	144
1120	Manipulatives; Math skills materials; Math integration materials; Place value materials; Operations materials; time, money, measurement materials; fractions, probability, statistics materials for grades 1-6 (\$300 per teacher x 8 teachers = \$2400.00)						2,400			\$ 2,400	145
1120	Math resource materials and general supplies for the Math Coach						1,500			\$ 1,500	145
1120	Inquiry-based science units. These programs will be used in science for grades 1-6. Costs are estimated in the budget based on select modules for Grades 1-6 that are aligned with MSCCR.						2,000			\$ 2,000	147, 148, 165
FUNCTION TOTAL		\$ 0	\$ 0	\$ 7,865	\$ 0	\$ 0	\$ 5,900	\$ 0	\$ 0	\$ 13,765	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-2019)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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/ONSIS/AA112 . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
1120	Classroom leveled libraries and classroom literature sets to augment reading practice for comprehension and fluency (16 teachers @ \$500, per teacher = \$8000.00)						8,000			\$ 8,000	146
1120	Classroom sets of fiction and non-fiction subject area texts aligned to the text complexity expectations of MSCCR; student assessment materials ((8 teachers @ \$500.00 per teacher = \$4000.00)						4,000			\$ 4,000	145, 146
1120	Social Studies additional manipulatives, instructional supplies, maps, and globes, non-fiction texts to supplement content for above, average, and below grade level readers. (8 teachers @ \$500.00 per teacher = \$4000.00)						4,000			\$ 4,000	148, 166
1120	Learning Environment: Classroom Supplemental Supplies: (\$625.94 per teacher x 16 teachers) to spend toward supplemental instructional materials, such as workbooks, student planners, posters, CD's, software, digital media, classroom library books, math or science manipulatives, posters of historical or primary source documents, writing journals, PBIS incentives; parental involvement supplies and ESY instructional supplies						10,015			\$ 10,015	145 ,166
1120	General supplies for ELA Coach for Remedial ELA that will be developed as a comprehensive literacy program that includes phonological and decoding work for below grade level students, grammar & usage, vocabulary/morphology, reading comprehension, writing/speaking						1,500			\$ 1,500	147
1120	General Science Supplies for small classroom projects - \$500 per grade level x 6 grade levels						3,000			\$ 3,000	147, 148, 150
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 30,515	\$ 0	\$ 0	\$ 30,515	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-2019)
☐ School Sustainability Budget



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Page 1 of 1

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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/USFS/AM12. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (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)		
1270	Teachers for Extended School Year: 16 teachers x 4 hrs. per day = 64 hours x 20 days = 1280 hours @ \$25 per hour = (Boot Camp - 4 weeks)	32,000								\$ 32,000	127, 166, 194- 197
1270	Fringe Benefits for Boot Camp/Extended Year Teaching Staff (Social Security \$2448.00; Retirement \$5040.00; and Workers Comp \$278.00)		7,766							\$ 7,766	127, 166, 194- 197
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 32,000	\$ 7,766	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 39,766	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-2019)
☐ School Sustainability Budget



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

DISTRICT NAME <div style="font-size: 1.2em; font-weight: bold;">Cleveland School District</div>				SCHOOL NAME <div style="font-size: 1.2em; font-weight: bold;">Pearman Elementary</div>					DISTRICT CODE <div style="font-size: 1.2em; font-weight: bold;">0614</div>		
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mde.k12.ms.gov/OSIS/AMD. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) <small>(Obj. 100s)</small>	EMPLOYEE BENEFITS (4) <small>(Obj. 200s)</small>	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) <small>(Obj. 300s)</small>	PURCHASED PROPERTY SERVICES (6) <small>(Obj. 400s)</small>	OTHER PURCHASED SERVICES (7) <small>(Obj. 500s)</small>	SUPPLIES (8) <small>(Obj. 600s)</small>	PROPERTY (9) <small>(Obj. 700s)</small>	OTHER OBJECTS (11) <small>(Obj. 800s)</small>	TOTALS (12)	Align with Pg of Plan (13)
2210	Internal Lead Partner/ (SIG Officer)	67,000								\$ 67,000	62,194,195
2210	Fringe Benefits for Internal Lead Partner (SIG Officer) (Health Insurance \$4628.00; Life Insurance \$117.00; Social Security \$5125.50; Retirement \$10552.50; and Workers Comp \$583.00)		21,006							\$ 21,006	194,195
2210	Office supplies for Internal Lead Partner (SIG Officer)						1,000			\$ 1,000	194,195
2210	Analysis for PD (1 @ \$2000.00) An online solution that empowers administration to tie professional development spending to measures of teacher improvement and student outcomes. This will also help organize school schedule files, manage internal and external coaches and consultants, use automated dashboards, and access reports to inform professional learning. (3 @ \$4350.00)			6,350						\$ 6,350	232,247,248
2210										\$ 0	
2210										\$ 0	
FUNCTION TOTAL		\$ 67,000	\$ 21,006	\$ 6,350	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 95,356	

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- MISSISSIPPI
DEPARTMENT OF
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[illegible]

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-2019)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (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)		
2213	External Lead Partner Consulting Firm to provide professional development and training for the following: ELA - 20 days @ \$1500 Per day = \$30,000.00; Math - 20 days @ \$1500 Per day = \$30,000.00; Leadership for Principal - 20 days @ \$1500.00 per day = \$30,000.00; Data Coach - 6 5 days @ \$1538.46 per day = \$10,000.00 Total Amount = \$100,000.00			100,000						\$ 100,000	47,79, 80,231, 232,236, 240-244
2213	State Conferences: Subject Area (6 teachers @ \$750)					4,500				\$ 4,500	246, 247
2213	Office Location: Technical Meetings, and Conferences for District Transformation .Officer & CO Admin					6,000				\$ 6,000	246, 247
2213	Travel for workshops for National Subject Area Conference for School Improvement 4 teachers @ \$1500					6,000				\$ 6,000	246 ,247
2213	Travel for Differentiated Instruction Conference 6 people @ \$1500					9,000				\$ 9,000	246 ,247
2213	Travel For National Subject Area Conferences 2 teachers @ \$1500					3,000				\$ 3,000	246, 247
FUNCTION TOTAL		\$ 0	\$ 0	\$ 100,000	\$ 0	\$ 28,500	\$ 0	\$ 0	\$ 0	\$ 128,500	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-2019)
☐ School Sustainability Budget



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

DISTRICT NAME Cleveland School District		SCHOOL NAME Pearman Elementary								DISTRICT CODE 0614	
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FUNCTION NUMBER (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)		
2213	Professional Development materials for Internal Lead Partner						500			\$ 500	194, 195
2213	Registration fee for National Subject Area Conferences for school improvement 4 teachers @ \$500								2,000	\$ 2,000	246, 247
2213	Registration fee for Differentiated Instruction Conference 6 people @ \$500								3,000	\$ 3,000	246, 247
2213	Registration for National Subject Area Conferences 2 teachers @ \$500								1,000	\$ 1,000	246, 247
2213	Registration for State Conferences: Subject Area (6 teachers @ \$250)								1,500	\$ 1,500	246, 247
2213	Office Location: Registration & Fees for Meetings & conferences for Technical Meetings and Conferences for Dist. Trans. Officer & C.O. Admin.								2,000	\$ 2,000	246, 247
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 500	\$ 0	\$ 9,500	\$ 10,000	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2017-2018)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
2213	Professional Development for Teachers on web based math program			500						\$ 500	85, 145
2213	*External Lead Partner Consulting Firm to provide professional development and training for the following: ELA - 25 days @ \$1500 Per day = \$37,500.00 Math - 25 days @ \$1500 Per day = \$37,500.00 Leadership for Principal - 10 days @ \$1500.00 per day = \$15,000.00 Data Coach - 6.5 days @ \$1538.46 per day = \$10,000.00 Total Amount = \$100,000.00			100,000						\$ 100,000	47,79, 80,231, 232, 236, 240-244
2213	Professional Development for Web based software program for Reading			1,000						\$ 1,000	85, 149
2213										\$ 0	
2213										\$ 0	
2213										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 101,500	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 101,500	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-2019)
☐ School Sustainability Budget



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

DISTRICT NAME Cleveland School District		SCHOOL NAME Pearman Elementary								DISTRICT CODE 0614	
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
2220	For Media Center/Library: Age appropriate Grade Level Reading texts for vocabulary development						5,000			\$ 5,000	149 -151
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 0	\$ 0	\$ 5,000	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-2019)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (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)		
2330	Bonus at end of year for principal if students have made growth	1,000								\$ 1,000	77,209
2330	Fringe Benefits for Principal Bonus based on yearly growth (Social Security \$76.50; Retirement \$157.50; and Workers Comp \$9.00)		243							\$ 243	77,209
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 1,000	\$ 243	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,243	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2018-2019)
☐ School Sustainability Budget



FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)

SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (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)		
2720	Salary for 3 Bus Drivers (\$9.88 per hour; 4 hours a day x 20 days extended school year x 3 bus drivers)	2,371								\$ 2,371	179
2720	Fringe Benefits for 3 Bus Drivers (20 days Boot camp/extended year) (Social Security \$181.40; Retirement \$373.46; and Workers Comp \$237.14)		792							\$ 792	179
2720	Transportation Costs - 3 buses @ 25 miles per day @ \$1.50 per mile for 20 days								2,250	\$ 2,250	179
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 2,371	\$ 792	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,250	\$ 5,413	

- ☐ - Initial Budget ☐ - Amendment (No. _____) ☐ - LEA Comprehensive Planning Budget
☒ - Revised Initial Budget ☐ - LEA Sustainability Budget ☒ - LEA Comprehensive Full Implementation Budget (Year 2020)
☒ - Priority ☐ - Focus

2019-
2020



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 DATE & INITIALS	
	7/25/17 <i>SPK</i>	
	TOTAL FUNDS	
	\$2,122,252.50	
	CARRYOVER FUNDS	
CURRENT FUNDS		
\$540,867.00		
BEGIN DATE	END DATE	
7/1/17	9/30/21	

FISCAL YEAR	DISTRICT NUMBER	SCHOOL CODE	NCES LEA ID	NCES SCHOOL ID
FY2020	0614	32	2800750	280075000085
DISTRICT NAME			SCHOOL NAME	
Cleveland School District			Pearman Elementary	
ADDRESS		SIG 1003(G) PROGRAM CONTACT		SUPERINTENDENT NAME
305 Merritt Drive, Cleveland, MS 38732		Dr. Jacquelyn Thigpen		Dr. Jacquelyn Thigpen
EMAIL ADDRESS		TELEPHONE NUMBER		FAX NUMBER
jthigpen@cleveland.k12.ms.us		662-843-3529		662-579-3090

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Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs	138022	52334	7865			29440			\$ 227,661
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs									\$ 0
7	1270	Remediation Extended School Year	32000	7766							\$ 39,766
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	99640	28928	88850		21000	2000		7000	\$ 247,418
16	2220 - 2229	Educational Media Services						7000			\$ 7,000
17	2330	Special Area Administration	1000	243							\$ 1,243
18	2710 - 2799	Student Transportation Services	2371	792						2250	\$ 5,413
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out	Enter Indirect Cost Transfer Amount in the Total Column ONLY								\$ 12,366
22	Total Budget		\$ 273,033	\$ 90,063	\$ 96,715	\$ 0	\$ 21,000	\$ 38,440	\$ 0	\$ 9,250	\$ 540,867

7/25/17
Date

Ollie Campbell
MDE - Director of Fiscal Grants Management

7/25/2017
Date

Angela Johnson
MDE - Director of School Improvement

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-2020)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mde.k12.ms.us/Forms/Forms1112. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request.</p> <p>The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
1120	ELA Coach - A coach in ELA that can model what effective classroom instruction should be and how to use data to determine if the lessons are successful In improving student classroom achievement	49,500								\$ 49,500	63,68,73,166
1120	Fringe Benefits for ELA coach (Health Insurance \$4628.00; Life insurance \$115.83; Social Security \$3786.75; Retirement \$7796.25; and Workers Comp \$431.17)		16,758							\$ 16,758	73,166
1120	Math Instructional Coach - A coach Math that can model what effective classroom instruction should be and how to use data to determine if the lessons are successful In improving student classroom achievement	49,500								\$ 49,500	63,68,73,166
1120	Fringe Benefits for Math coach (Health Insurance \$4628.00; Life insurance \$115.83; Social Security \$3786.75; Retirement \$7796.25; and Workers Comp \$431.17)		16,758							\$ 16,758	73,166
1120	2 Tutors - non-certified (one for math tutoring and one for ELA tutoring)	39,022								\$ 39,022	73,166
1120	Fringe Benefits for 2 tutors (Health Insurance \$9256.00; Life insurance \$92.43; Social Security \$2985.19; Retirement \$6145.97; and Workers Comp \$338.41)		18,818							\$ 18,818	73,166
FUNCTION TOTAL		\$ 138,022	\$ 52,334	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 190,356	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-2020)
☐ School Sustainability Budget



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

DISTRICT NAME	SCHOOL NAME	DISTRICT CODE
Cleveland School District	Pearman Elementary	0614

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/OSIS/AMID>. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.

FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1120	One Year web based license for reading intervention. \$35.00 per student x 75 students = 2500.00 - Reading Intervention and Data Analysis for below grade level readers and for students in RTI and students who are in the lower 25%			2,500						\$ 2,500	145, 187, 188
1120	Web-based math program providing lesson plans, curriculum & adaptive practice. Offering curriculum, practice, assessment and intervention for 1st grade - 6th grade students (\$15.00 per student x 275 students = \$4125.00)			4,125						\$ 4,125	144, 145, 187, 188
1120	Management License for 50 chromebooks @ \$24.80 = \$1,240.00			1,240						\$ 1,240	144
1120	Manipulatives; Math skills materials, Math integration materials; Place value materials; Operations materials; time, money, measurement materials; fractions, probability, statistics materials for grades 1-6 (\$300 per teacher x 8 teachers = \$2400.00)						2,400			\$ 2,400	145
1120	Math resource materials and general supplies for the Math Coach						1,500			\$ 1,500	145
1120	Inquiry-based science units. These programs will be used in science for grades 1-6 . Costs are estimated in the budget based on select modules for Grades 1-6 that are aligned with MSCCR.						2,000			\$ 2,000	147, 148, 165
FUNCTION TOTAL		\$ 0	\$ 0	\$ 7,865	\$ 0	\$ 0	\$ 5,900	\$ 0	\$ 0	\$ 13,765	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-2020)
☐ School Sustainability Budget



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

DISTRICT NAME Cleveland School District		SCHOOL NAME Pearman Elementary								DISTRICT CODE 0614	
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSPS/AMD. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1120	Classroom leveled libraries and classroom literature sets to augment reading practice for comprehension and fluency (16 teachers @ \$500. per teacher = \$8000.00)						8,000			\$ 8,000	146
1120	General Science Supplies for small classroom projects - \$500.00 per grade level x 6 grade levels						3,000			\$ 3,000	145, 146
1120	Learning Environment: Classroom Supplemental Supplies: (\$590.00 per teacher x 16 teachers) to spend toward supplemental instructional materials, such as workbooks, student planners, posters, CD's, software, digital media, classroom library books, math or science manipulatives, posters of historical or primary source documents, writing journals, PBIS incentives, parental involvement supplies and ESY instructional supplies						9,440			\$ 9,440	145, 146
1120	General supplies for ELA Coach for Remedial ELA that will be developed as a comprehensive literacy program that includes phonological and decoding work for below grade level students, grammar & usage, vocabulary/morphology, reading comprehension, writing/speaking						1,500			\$ 1,500	147
1120	Social Studies additional manipulatives, instructional supplies, maps, globes, non-fiction texts to supplement content for above, average, and below grade level readers. (8 teachers @ \$200.00 per teacher = \$ 1600.00)						1,600			\$ 1,600	148, 166
1120										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 23,540	\$ 0	\$ 0	\$ 23,540	

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- MISSISSIPPI
DEPARTMENT OF
EDUCATION

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- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-2020)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME							DISTRICT CODE		
Cleveland School District		Pearman Elementary							0614		
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mde.k12.org/OSFS/AMD. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER (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	Internal Lead Partner(SIG Officer)	67,000								\$ 67,000	62, 194, 195
2210	Fringe Benefits for Internal Lead Partner (SIG Officer) (Health Insurance \$4628.00; Life Insurance \$117.00; Social Security \$5125.50; Retirement \$10552.50; and Workers Comp \$583.00)		21,006							\$ 21,006	194, 195
2210	Office supplies for Internal Lead Partner (SIG Officer)						1,000			\$ 1,000	194 ,195
2210	Analysis for PD (1 @ \$2000.00) An online solution that empowers administration to tie professional development spending to measures of teacher improvement and student outcomes. This will also help organize school schedule files, manage internal and external coaches and consultants, use automated dashboards, and access reports to inform professional learning. (3 @ 4350.00)			6,350						\$ 6,350	232, 247, 248
2210										\$ 0	
2210										\$ 0	
FUNCTION TOTAL		\$ 67,000	\$ 21,006	\$ 6,350	\$ 0	\$ 0	\$ 1,000	\$ 0	\$ 0	\$ 95,356	

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- MISSISSIPPI
DEPARTMENT OF
EDUCATION

[illegible]

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-2020)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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2213	External Lead Partner Consulting Firm to provide professional development and training for the following: ELA - 20 days @ \$1500 Per day = \$30,000 Math - 20 days @ \$1500 Per day = \$30,000 Leadership for Principal - 10 days @ \$1500.00 per day = \$15,000.00 Data Coach - 5 days @ \$1500 per day = \$7,500.00 Total Amount = \$82,500.00			82,500						\$ 82,500	47,79, 80,231.2 32,236, 240-244
2213	Office Location: Technical Meetings, and Conferences for District Transformation .Officer & CO Admin					6,000				\$ 6,000	246, 247
2213	Travel for workshops for National Subject Area Conference for School Improvement 4 teachers @ \$1500					6,000				\$ 6,000	246, 247
2213	Travel for Differentiated Instruction Conference 6 people @ \$1500					9,000				\$ 9,000	246, 247
2213	Professional Development materials for Internal Lead Partner						1,000			\$ 1,000	194 ,195
2213	Registration fee for National Subject Area Conferences for school improvement 4 teachers @ \$500								2,000	\$ 2,000	246, 247
FUNCTION TOTAL		\$ 0	\$ 0	\$ 82,500	\$ 0	\$ 21,000	\$ 1,000	\$ 0	\$ 2,000	\$ 106,500	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-2020)
☐ School Sustainability Budget



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Page 3 of 3

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

DISTRICT NAME Cleveland School District	SCHOOL NAME Pearman Elementary	DISTRICT CODE 0614
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FUNCTION NUMBER (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)		
2213	Registration fee for Differentiated Instruction Conference 6 people @ \$500								3,000	\$ 3,000	246,247
2213	Office Location: Registration & Fees for Meetings & conferences for Technical Meetings and Conferences for Dist. Trans. Officer & C.O. Admin.								2,000	\$ 2,000	246,247
2213										\$ 0	
2213										\$ 0	
2213										\$ 0	
2213										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 5,000	\$ 5,000	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-2020)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (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)		
2220	For Media Center/Library: Age appropriate Grade Level Reading texts for vocabulary development						5,000			\$ 5,000	149 -151
2220	For Media Center/Library: Reference Materials for Students and Professional Reference Library Materials						2,000			\$ 2,000	149 -151
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 7,000	\$ 0	\$ 0	\$ 7,000	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-2020)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (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)		
2330	Bonus at end of year for principal if students have made growth	1,000								\$ 1,000	77, 209
2330	Fringe Benefits for Principal Bonus based on yearly growth (Social Security \$76.50; Retirement \$157.50; and Workers Comp \$9.00)		243							\$ 243	77, 209
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 1,000	\$ 243	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,243	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2019-2020)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
2720	Salary for 3 Bus Drivers (\$9.88 per hour; 4 hours a day x 20 days extended school year x 3 bus drivers)	2,371								\$ 2,371	179
2720	Fringe Benefits for 3 Bus Drivers (20 days Boot camp/extended year) (Social Security \$181.40; Retirement \$373.46; and Workers Comp \$237.14)		792							\$ 792	179
2720	Transportation Costs - 3 buses @ 25 miles per day @ \$1.50 per mile for 20 days								2,250	\$ 2,250	179
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 2,371	\$ 792	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,250	\$ 5,413	

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

FISCAL YEAR FY2021	DISTRICT NUMBER 0614	SCHOOL CODE 32	NCES LEA ID 2800750	NCES SCHOOL ID 280075000085
DISTRICT NAME Cleveland School District			SCHOOL NAME Pearman Elementary	
ADDRESS 305 Merritt Drive, Cleveland, MS 38732		SIG 1003(G) PROGRAM CONTACT Dr. Jacquelyn Thigpen		SUPERINTENDENT NAME Dr. Jacquelyn Thigpen
EMAIL ADDRESS jthigpen@cleveland.k12.ms.us		TELEPHONE NUMBER 662-843-3529		FAX NUMBER 662-579-3090



Ensuring a bright future for every child

MISSISSIPPI
DEPARTMENT OF
EDUCATION

FY 2017

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

LEA FEDERAL BUDGET SUMMARY

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

MDE USE ONLY	PROGRAM APPROVAL DATE & INITIALS 7/25/17 <i>SK</i>	
	TOTAL FUNDS \$2,122,252.50	
	CARRYOVER FUNDS	
	CURRENT FUNDS \$335,931.50	
	BEGIN DATE 7/1/17	END DATE 9/30/17

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

Line	FUNCTION NUMBER (1)	EXPENDITURE ACCOUNT (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTAL (12)
			(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)	
1	1105	Pre-Kindergarten Programs									\$ 0
2	1110	Kindergarten Programs									\$ 0
3	1120	Elementary Programs	120250	43343	10750			\$ 7,129.50			\$ 181,472.50
4	1130	Middle-Junior High Programs									\$ 0
5	1140	High School Programs									\$ 0
6	1260	After School Programs									\$ 0
7	1270	Remediation Extended School Year	32000	7766							\$ 39,766
8	1300 - 1390	Adult/Continuing Education									\$ 0
9	1410 - 1420	Summer School Programs									\$ 0
10	1930 - 1990	Other Instructional Programs									\$ 0
11	2110 - 2119	Attendance & Social Work Services									\$ 0
12	2120 - 2129	Guidance Services									\$ 0
13	2130 - 2139	Health Services									\$ 0
14	2190	Other Support Services - Students									\$ 0
15	2210 - 2290	Improvement of Instruction	67000	21006	12350						\$ 100,356
16	2220 - 2229	Educational Media Services									\$ 0
17	2330	Special Area Administration	1000	243							\$ 1,243
18	2710 - 2799	Student Transportation Services	2371	792						2250	\$ 5,413
19	2800 - 2899	Central Support Services (Tech)									\$ 0
20	3900 - 3999	Other Non-Instructional Support									\$ 0
21	7110	Indirect Costs Transfer Out	Enter Indirect Cost Transfer Amount in the Total Column ONLY								\$ 7,681
22	Total Budget		\$ 222,621	\$ 73,150	\$ 23,100	\$ 0	\$ 0	\$ 7,129.50	\$ 0	\$ 2,250	\$ 335,931.50

Date **7/25/17**

Delia Campbell
MDE - Director of Fiscal Grants Management

Date **7/25/2017**

Shirley Robertson
MDE - Director of School Improvement

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2020-2021)
☐ School Sustainability Budget



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

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mde.k12.org/CIS/AMID . Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.											
FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
1120	ELA Coach - A coach in ELA that can model what effective classroom instruction should be and how to use data to determine if the lessons are successful in improving student classroom achievement	49,500								\$ 49,500	63,68,73,166
1120	Fringe Benefits for ELA coach (Health Insurance \$4628.00; Life insurance \$115.83; Social Security \$3786.75; Retirement \$7796.25; and Workers Comp \$431.17)		16,758							\$ 16,758	73,166
1120	Math Instructional Coach - A coach Math that can model what effective classroom instruction should be and how to use data to determine if the lessons are successful in improving student classroom achievement	49,500								\$ 49,500	63,68,73,166
1120	Fringe Benefits for Math coach (Health Insurance \$4628.00; Life insurance \$115.83; Social Security \$3786.75; Retirement \$7796.25; and Workers Comp \$431.17)		16,758							\$ 16,758	73,166
1120	1 Tutor - non-certified (for Math and/or ELA tutoring)	21,250								\$ 21,250	73,166
1120	Fringe Benefits for 1 tutor (Health Insurance \$4628.00; Life insurance \$50.31; Social Security \$1625.63; Retirement \$3346.88; and Workers Comp \$176.18)		9,827							\$ 9,827	73,166
FUNCTION TOTAL		\$ 120,250	\$ 43,343	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 163,593	

- ☐ School Planning Budget
☒ School Full Implementation Budget (Year 2020-2021)
☐ School Sustainability Budget



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

DISTRICT NAME Cleveland School District		SCHOOL NAME Pearman Elementary						DISTRICT CODE 0614			
<p>Directions: Prior to preparing this School Detailed Budget Summary Narrative request, please refer to the "Accounting Manual for MPS Districts" handbook that can be accessed at http://www.mdek12.org/OSFS/AMD. Obligations of funds based on this budget request cannot begin prior to a receipt of a substantially approvable budget request. <i>Complete one page per Function Number for your school's budget.</i> The Function Total on this page should agree with the "LEA Federal Budget Summary" – Function Total.</p>											
FUNCTION NUMBER <i>(Only use one Function per page)</i> (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3)	EMPLOYEE BENEFITS (4)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5)	PURCHASED PROPERTY SERVICES (6)	OTHER PURCHASED SERVICES (7)	SUPPLIES (8)	PROPERTY (9)	OTHER OBJECTS (11)	TOTALS (12)	Align with Pg of Plan (13)
		(Obj. 100s)	(Obj. 200s)	(Obj. 300s)	(Obj. 400s)	(Obj. 500s)	(Obj. 600s)	(Obj. 700s)	(Obj. 800s)		
1120	Web Based Software Programs (\$15 per student x 275 students = \$4125.00) for reading interventions and supplementary reading for students in RTI and students who are in the lower 25%			4,125						\$ 4,125	145,187,188
1120	One Year web based license for reading intervention, \$35.00 per student x 75 students = 2500.00 - Reading Intervention and Data Analysis for below grade level readers and for students in RTI and students who are in the lower 25%			2,500						\$ 2,500	145,187,188
1120	Web-based math program providing lesson plans, curriculum & adaptive practice. Offering curriculum, practice, assessment and intervention for 1st grade - 6th grade students (\$15.00 per student x 275 students = \$4125.00)			4,125						\$ 4,125	144,145,187,188
1120	Learning Environment: Classroom Supplemental Supplies: (\$445.56 per teacher x 16 teachers) to spend toward supplemental instructional materials, such as workbooks, student planners, posters, CD's, software, digital media, classroom library books, math or science manipulatives, posters of historical or primary source documents, writing journals, PBIS incentives, parental involvement supplies, and ESY instructional supplies \$ 0.50 will be added to this category						7,129.50			\$ 7,129.50	
1120										\$ 0	
1120										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 10,750	\$ 0	\$ 0	\$ 7,129.50	\$ 0	\$ 0	\$ 17,879.50	

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- MISSISSIPPI
DEPARTMENT OF
EDUCATION

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- ☐ School Planning Budget
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FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (1)	EXPENDITURE DESCRIPTION AND ITEMIZATION (NARRATIVE) (2)	SALARIES (3) (Obj. 100s)	EMPLOYEE BENEFITS (4) (Obj. 200s)	PURCHASED PROFESSIONAL & TECHNICAL SERVICES (5) (Obj. 300s)	PURCHASED PROPERTY SERVICES (6) (Obj. 400s)	OTHER PURCHASED SERVICES (7) (Obj. 500s)	SUPPLIES (8) (Obj. 600s)	PROPERTY (9) (Obj. 700s)	OTHER OBJECTS (11) (Obj. 800s)	TOTALS (12)	Align with Pg of Plan (13)
2210	Internal Lead Partner (SIG Officer)	67,000								\$ 67,000	62, 194, 195
2210	Fringe Benefits for Internal Lead Partner (SIG Officer) (Health Insurance \$4628.00; Life Insurance \$117.00; Social Security \$5125.50; Retirement \$10552.50; and Workers Comp \$583.00)		21,006							\$ 21,006	194, 195
2210	Analysis for PD (1 @ \$2000.00) An online solution that empowers administration to tie professional development spending to measures of teacher improvement and student outcomes. This will also help organize school schedule files, manage internal and external coaches and consultants, use automated dashboards, and access reports to inform professional learning. (3 @ \$4350.00)			6,350						\$ 6,350	232, 247, 248
2210										\$ 0	
2210										\$ 0	
2210										\$ 0	
FUNCTION TOTAL		\$ 67,000	\$ 21,006	\$ 6,350	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 94,356	

- ☐ School Planning Budget
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FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (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)		
2213	External Lead Partner Consulting Firm to provide professional development and training for the following: ELA - 2 days @ \$1500. Per day = \$3,000.00; Math - 2 days @ \$1500. Per day = \$3,000.00; Leadership for Principal - 0 days; Data Coach - 0 days; Total Amount = \$6,000.00			6,000						\$ 6,000	47,79, 80,231, 232, 236, 240-244
2213										\$ 0	
2213										\$ 0	
2213										\$ 0	
2213										\$ 0	
2213										\$ 0	
FUNCTION TOTAL		\$ 0	\$ 0	\$ 6,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 6,000	

- ☐ School Planning Budget
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FY 2017 SCHOOL IMPROVEMENT GRANT (SIG) 1003(g)
SCHOOL DETAILED BUDGET SUMMARY NARRATIVE

DISTRICT NAME		SCHOOL NAME								DISTRICT CODE	
Cleveland School District		Pearman Elementary								0614	
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FUNCTION NUMBER (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)		
2330	Bonus at end of year for principal if students have made growth	1,000								\$ 1,000	77, 209
2330	Fringe Benefits for Principal Bonus based on yearly growth (Social Security \$76.50; Retirement \$157.50; and Workers Comp \$9.00)		243							\$ 243	77, 209
										\$ 0	
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 1,000	\$ 243	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1,243	

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

DISTRICT NAME Cleveland School District	SCHOOL NAME Pearman Elementary	DISTRICT CODE 0614
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FUNCTION NUMBER (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)		
2720	Salary for 3 Bus Drivers (\$9.88 per hour; 4 hours a day x 20 days extended school year x 3 bus drivers)	2,371								\$ 2,371	179
2720	Fringe Benefits for 3 Bus Drivers (20 days Boot camp/extended year) (Social Security \$181.40; Retirement \$373.46; and Workers Comp \$237.14)		792							\$ 792	179
2720	Transportation Costs - 3 buses @ 25 miles per day @ \$1.50 per mile for 20 days								2,250	\$ 2,250	179
										\$ 0	
										\$ 0	
										\$ 0	
FUNCTION TOTAL		\$ 2,371	\$ 792	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,250	\$ 5,413	

