SHIPPED DEC 16 2011

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
1003(g) SCHOOL IMPROVEMENT GRANT (SIG)
Project Dates: February 29, 2012 to June 30, 2013
CFDA Number 84.388A
Federal Award Number S388A100026A

ORIGINAL

DIRECTIONS

Mail the completed form postmarked or delivered by Friday, December 16, 2011 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webreplysig2010@dese.mo.gov; Visit the Department's website at: dese.mo.gov

DEPARTMENT'S APPROVAL - FOR DEPARTMENT USE ONLY

Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
Craig Rector	Craig Rector	2-29-12	$268,994

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME	COUNTY-DISTRICT CODE
North Pemiscot R-1	**078-001**

NAME OF BOARD-AUTHORIZED REPRESENTATIVE	ADDRESS	CITY, STATE, ZIP
Terry Hamilton	P.O. Box 38	Wardell, MO 63879

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER
terryh@northpem.k12.mo.us	573-628-3471 x222	573-628-3472

NAME OF GRANT CONTACT	ADDRESS	CITY, STATE, ZIP
Same as above		

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER

NAME OF LEA TURNAROUND OFFICER (if known)	ADDRESS	CITY, STATE, ZIP

E-MAIL ADDRESS	TELEPHONE NUMBER	FAX NUMBER

SECTION II. - ASSURANCES

A local educational agency (LEA)/District must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application.

The LEA/District must assure that it will—

- [x] If selected, attend the mandatory Capacity Interview held January 31, 2012 in Jefferson City, MO with the required LEA/District personnel;
- [x] Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/District commits to serve consistent with the final requirements;
- [x] Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- [x] If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- [x] Report to the SEA the school-level data required under section III of the final requirements.

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/District's School Improvement Grant. An LEA/District must indicate which of those waivers it intends to implement.

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

- [x] Extending the period of availability of school improvement funds.

> Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/Districts in the State.

- [ ] "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

- [ ] Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA/District approval for the Department to provide direct services:

- [x] The LEA/District approves the Department's use of grant funds to provide improvement services directly to the LEAs/Districts and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE
Terry Hamilton	12/16/11
SIGNATURE OF SUPERINTENDENT (if other than Authorized Representative)	DATE
Same	

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

SECTION IV. - LEA/DISTRICT YEAR ONE TOTAL BUDGET & SUPPORTING DATA

This is the total of Year One Pre-Implementation, Implementation and Administration budgets for all building and district activities.

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	45,420		6145		8000			59,565
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services *1003(g) SIG*		8340	1289					9629
2200 Professional Development *1003(g) SIG*				199,800				199,800
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services *1003(g) SIG*								
Program Costs Subtotal *1003(g) SIG*	45,420	8340	7434	199,800	8000			$268,994.00
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	45,420	8340	7434	199,800	8000			$268,994.00

SECTION IV. - LEA/DISTRICT YEAR ONE TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
North Pemiscot High School	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction : 5 after school, 6 summer	0					
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction				0		
Other Staff						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator						
Language Translator						
Guidance Counselor						
Transition Case Manager						
Turnaround Officer						
TOTAL	0			0		

SECTION V. - SCHOOLS TO BE SERVED

An LEA/District must include the following information with respect to the schools it will serve with a School Improvement Grant.
An LEA/District must identify each Tier I, Tier II, and Tier III school the LEA/District commits to serve and identify the model that the LEA/District will use in each Tier I and Tier II school.

					INTERVENTION (TIER I AND II ONLY)			
SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
North Pemiscot H.S.	292376001431		X					X

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. An LEA/District that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/District with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/District will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

SECTION IV. A.- LEA/DISTRICT YEAR ONE PRE-IMPLEMENTATION BUDGET

This is the total of Year One Pre-Implementation and Administration budgets for all building and district activities.

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	4,620		670					5,290
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services *1003(g) SIG*		540	30					570
2200 Professional Development *1003(g) SIG*				12,600				12,600
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services *1003(g) SIG*								
Program Costs Subtotal *1003(g) SIG*	4,620	540	700	12,600				18,460
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	4,620	540	700	12,600				18,460

SECTION IV.B.- LEA/DISTRICT YEAR ONE IMPLEMENTATION BUDGET

This is the total of Year One Implementation and Administration budgets for all building and district activities.

YEAR ONE SIG FUNDS	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	40,800		5,475		8,000			54,275
1200 Supplemental Instruction (Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services *1003(g) SIG*		7,800	1,259					9,059
2200 Professional Development *1003(g) SIG*				187,200				187,200
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services *1003(g) SIG*								
Program Costs Subtotal *1003(g) SIG*	40,800	7,800	6,734	187,200	8,000			250,534
Indirect Costs								
Administrative Costs *1003(g) SIG*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*								
GRAND TOTAL *1003(g) SIG*	40,800	7,800	6,734	187,200	8,000			250,534

SECTION IV.C. - LEA/DISTRICT YEAR ONE PRE-IMPLEMENTATION SUPPORTING DATA

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction	0	0				
Preschool	0	0				
Class Size Reduction	0					
Neglected/Delinquent Institution Supplemental Instruction	0	0		0		
Other Staff						
Instructional Coach	0					
Reading Recovery Teacher Leader	0					
School/Home Coordinator			0			
Language Translator			0			
Guidance Counselor				0		
Transition Case Manager					0	
Turnaround Officer						0
TOTAL	0	0	0	0	0	0

SECTION IV.D. - LEA/DISTRICT YEAR ONE IMPLEMENTATION SUPPORTING DATA

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Instructional Staff						
Supplemental Instruction	0	0				
Preschool	0	0				
Class Size Reduction	0					
Neglected/Delinquent Institution Supplemental Instruction	0	0		0		
Other Staff						
Instructional Coach	0					
Reading Recovery Teacher Leader	0					
School/Home Coordinator			0			
Language Translator			0			
Guidance Counselor				0		
Transition Case Manager					0	
Turnaround Officer						0
TOTAL	0	0	0	0	0	0

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR ONE STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities. Include the Year One Pre-implementation Budget in this grid, if applicable.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORTH PEMISCOT HIGH SCHOOL	078-001

Budget Codes	Related Strategies and Activities
1100 Instruction	Hours added to regular school day. Instructional materials. Tools for walk-through evaluations. Student recognition.
1100 Instruction *1003(g) SIG*	1. Extended school days. The district will extend the high school day one hour, two days a week, for underperforming students. 2. A summer session will be added to the school year. Attendance will be available to all students with an emphasis on those that are underperforming 3. ACT Prep will be offered as part of extended school day 4. Credit Recovery and enrichment will be offered in the summer. 5. Principal assigned as curriculum coach.
1200 Supplemental Instruction (Title I)	
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non-Instructional Support Services	
2100 Non-Instructional Support Services *1003(g) SIG*	Transportation for students taking part in budget code 1100 above.
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	1. Contract with Elbow to Elbow to work with staff for 64 days. 2. Teachers will receive training in developing appropriately rigorous curriculum and assessments on an ongoing basis throughout the school year based on Essential Learning Outcomes (ELO's) that have been identified through the Professional Learning Community (PLC) process. Curriculum will move from CLE's and GLE's to Common Core. 3. Use the Southeast Regional Professional Development Center to provide additional Professional Development on strategies and processes in developing curriculum that meets state standards. 4. Professional development will be provided on research based instructional strategies as targeted weaknesses are identified **5.** Formal assessments that are MAP like in structure and language will be developed.
2600 Planning and Evaluation	Professional Learning Communities meetings after school, early outs, and teacher professional development days.
2600 Planning and Evaluation *1003(g) SIG*	
3000 Parent Involvement	Establish school based Parent Committees.
3000 Parent Involvement *1003(g) SIG*	
Administrative Costs	
Administrative Costs *1003(g) SIG*	

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

X PRE-IMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION	☐ YEAR TWO IMPLEMENTATION	☐ YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORTH PEMISCOT HIGH SCHOOL	078-001-1050

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction								
1100 Instruction *1003(g) SIG*	4,620		670					$5,290
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*		540	30					$570
2200 Professional Development								
2200 Professional Development *1003(g) SIG*				12,600				$12,600
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)								
***1003(g) SIG* Subtotal**	4,620	540	700	12,600				$18,460
Grand Total	4,620	540	700	12,600				$18,460

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐PRE-IMPLEMENTATION	X YEAR ONE IMPLEMENTATION	☐YEAR TWO IMPLEMENTATION	☐YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORTH PEMISCOT HIGH SCHOOL	078-001-1050

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	481,070		147,141		28,585			656,796
1100 Instruction *1003(g) SIG*	40,800		5,475		8,000			$54,275
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*		7,800	1,259					$9,059
2200 Professional Development								
2200 Professional Development *1003(g) SIG*				187,200				$187,200
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	481,070		147,141		28,585			656,796
***1003(g) SIG* Subtotal**	40,800	7,800	6,734	187,200	8,000			$250,534
Grand Total	521,870	7,800	153,875	187,200	36,585			907,330

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐PRE-IMPLEMENTATION	☐YEAR ONE IMPLEMENTATION	XYEAR TWO IMPLEMENTATION	☐YEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORTH PEMISCOT HIGH SCHOOL	078-001-1050

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	481,070		147,141		28,585			656,796
1100 Instruction *1003(g) SIG*	45,420		6,145		8,000			$59,565
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*		8,340	1,289					$9,629
2200 Professional Development								
2200 Professional Development *1003(g) SIG*				199,800				$199,800
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	481,070		147,141		28,585			656,796
***1003(g) SIG* Subtotal**	45,420	8340 ~~7,800~~	7,434	199,800	8,000 ~~8,994~~			$268,994
Grand Total	526,490	7,800	154,575	199,800	37,579			$925,780

SECTION VI.B. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter required school and LEA/District budget totals to be submitted with the LEA/District SIG application. Complete a budget for the LEA/District and each school for each year of the three year grant period and any pre-implementation funds the district may request.

Check the box below that applies to this budget template.(Check only one box)

☐PRE-IMPLEMENTATION	☐YEAR ONE IMPLEMENTATION	☐YEAR TWO IMPLEMENTATION	XYEAR THREE IMPLEMENTATION

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORTH PEMISCOT HIGH SCHOOL	078-001-1050

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	481,070		147,141		28,585			656,796
1100 Instruction *1003(g) SIG*	36,080		5,417		1,000			$42,497.00
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) *1003(g) SIG*								
2100 Non-Instructional Support Services								
2100 Non-Instructional Support Services *1003(g) SIG*		4,800	697					$5497.00
2200 Professional Development								
2200 Professional Development *1003(g) SIG*				72,000				$72,000.00
2600 Planning and Evaluation								
2600 Planning and Evaluation *1003(g) SIG*								
3000 Community Services								
3000 Community Services *1003(g) SIG*								
Administrative Costs								
Administrative Costs *1003(g) SIG*								
Program Costs Subtotal (Not including *1003(g) SIG*)	481,070		147,141		28,585			656,796
***1003(g) SIG* Subtotal**	36,080	4,800	6,114	72,000	1,000			$119,994
Grand Total	517,150	4800	153,255	72,000	29,585			$776,790

SECTION VI.B.i. - LEA/DISTRICT/BUILDING BUDGET TEMPLATE *(COPY AS NEEDED)*

Use this template to enter the school year 2011-2012 detailed school budget (the year before interventions are implemented and supported by SIG funds). Funds listed would include all Federal, state and local revenue sources.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORTH PEMISCOT HIGH SCHOOL	078-001-1050

Year One 2012-13	6100 Certificated Salaries	6150 Non-Certificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	750,383		225,292		36,100			$1,011,775
1200 Supplemental Instruction(Title I)	115,450		30,619					$146,069
2100 Non-Instructional Support Services	89,035	343,244	114,800					$547,079
2200 Professional Development	3,100		463					$3,563
2600 Planning and Evaluation								
3000 Community Services				219,453				$219,453
Administrative Costs	185,700		17,928					$203,628
Program Costs Subtotal	957,968	343,244	371,174	219,453	36,100			$1,927,939
Grand Total	$1,143,668	$343,244	$389,102	$219,450	$36,100			$2,131,567

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR ONE BUDGET ITEMIZATION *(COPY AS NEEDED)*

Check the box below that applies to this budget itemization. (Check only one box)

X PRE-IMPLEMENTATION	☐ PRE-IMPLEMENTATION ADMINISTRATIVE COSTS	☐ YEAR ONE IMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORTH PEMISCOT HIGH SCHOOL	078-001-1050

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
For Extended School Days: 18 days x 3 staff teachers x$ 30	$1,620
Summer School (Credit Recovery): 1 teacher, four week term, $3000.00	$3,000
6100 Subtotal	**$ 4,620**
6150: Non-Certificated Salaries	
Grant Maintenance (bookkeeping and secretarial) 1 employee X 18 days X $30	$540
6150 Subtotal	**$ $540**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) $700 Health, Life, and/or Dental Insurance Other Benefits	$700
6200 Subtotal	**$ 700**
6300: Purchased Services	
From Elbow to Elbow: Scholastic Audit. (Examine and evaluation of school teaching and learning practices, curriculum, assessment, course selection/rotation, and general overall operation of the school). This activity will help develop action steps for year one implementation. 7 days X $1800 per day	$12,600
6300 Subtotal	**$ 12,600**
6400: Materials/Supplies	
6400 Subtotal	**$**
6100-6400 Subtotal	**$18,460**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$ 18,460**

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR ONE BUDGET ITEMIZATION *(COPY AS NEEDED)*

Check the box below that applies to this budget itemization. (Check only one box)

☐ PRE-IMPLEMENTATION	☐ PRE-IMPLEMENTATION ADMINISTRATIVE COSTS	X YEAR ONE IMPLEMENTATION	☐ YEAR ONE IMPLEMENTATION ADMINISTRATIVE COSTS

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORTH PEMISCOT HIGH SCHOOL	078-001 1050

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1. Certified pay for extended hours during school year. $10,080 for extended hours during school year. 6 certified personnel, 2 days a week, 28 weeks, at $30 per hour. 2. Includes certified pay for summer school - 6 certified personnel for 4 week terms at $3000 per 4 week term. Total $18,000 3. Curriculum writing-8 teachers, 40 hours, at $30 per hour, total $9600. 4. Curriculum coach- annual stipend of $2400.	40,800
6100 Subtotal	**$40,800**
6150: Non-Certificated Salaries Transportation salaries for extended hours and summer session. 1. Two drivers, 56 extended hour days at $25 per hour and 1 hour each day=$2800. 2. Two drivers, 20 days summer term, 2 hours a day=$2000.	4,800
Secretarial and bookkeeping responsibilities for SIG maintenance. 3. Secretarial/bookkeeping extended hours: Two employees, 1 hour per week each for 30 weeks at $30 per hour. Total $1800	1,800
4. Secretary for summer school $1200.00	1,200
6150 Subtotal	**$7,800**
6200: Employee Benefits *(optional categories)* FICA $ 450 Medicare $334 Retirement (Teacher or Non-Teacher) Cert $5475, Non cert $475= $5950 Health, Life, and/or Dental Insurance Other Benefits	6,734
6200 Subtotal	**$6,734**
6300: Purchased Services 1. Assessment Creation (STI) This vendor will create, in conjunction with the school, formative assessments that will be given every 5 weeks at a minimum. In addition, this vendor will train teachers and the principal in the analysis of the data generated by the assessments to help with the creation of intervention strategies (RtI). $32,000 2. Job embedded professional development. Elbow to Elbow will place two consultants, math and literacy, in the school a total of 64days ($1800 per day). The consultants will work with teachers on instructional strategies, student engagement, lesson planning, etc. The consultants will generate a work log that will assist in the evaluation of teachers as per the Transformation Model. Cost is $1800 x64=$115,200. 3. Professional Development: Various forms of professional development will be provided. A. At the beginning of the school year RC (vendor) will provide training on understanding the MAP test and test preparation through understanding the CLE's and GLE's.(Estimated costs: $1400.) B. The RPDC will be used to help undertake a complete rewriting of the school curriculum. The current curriculum is not viable for moving into common core. RPDC will teach teachers how to write viable curriculum that is directed at common core. The current curriculum will be eliminated with the new curriculum being a ground floor effort. (Estimated costs: $20,000). C. Additional professional development to implement cross-curricular curriculum (Estimated costs:$13,600) 4. ITV or Live ACT Prep= Extended hours/evening classes on ACT prep and test taking skills will be given through either an ITV class that is broadcast or through a live instructor each semester. (Estimated cost is $2500 per semester, total of $5000) (Curriculum and ACT amounts are estimates, vendor negotiation is ongoing and is to be determined)	$187,200
6300 Subtotal	**$187,200**
6400: Materials/Supplies 1. Expanded credit recovery and enrichment programs - Additional course titles (i.e. Biology and Reading Comprehension) will be purchased for the Credit Recovery Lab. Purchase price per title = $1000. Total $5000	$8,000
2. ACT Materials for practice tests, study guide, etc. Materials will be purchased for ACT study and practice. Estimated costs = $3000	

6400 Subtotal	**$ 8,000**
6100-6400 Subtotal	**$ 250,534**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	$ 0
6500: Capital Outlay	
6500 Subtotal	$ 0
TOTAL	**$ 250,534**

SECTION VII. – PROJECT NARRATIVE/PLAN

Provide a project narrative/plan and documentation specifically addressing each item outlined in the following sections in accordance with Title I, Section 1003(g). All items must be addressed. All narrative/plan and documentation must be organized as listed below. If multiple buildings are included in this application, the narrative/plan must be provided for each building served.

SECTION VII.A. - NEEDS AND CAPACITY

(1) Demonstrate analysis of needs and capacity to implement selected interventions.

1. Provide information that explains how your LEA/District has analyzed the needs of each Tier I, Tier II, and Tier III school you intend to serve:
    a. Discuss the most significant results of the needs analysis with supporting data;
    b. The methods used to gather the data; and
    c. List the selected intervention for each school.
2. Provide the following information as it applies to LEA/District-level activities and individual school plans and activities (including any pre-implementation activities, if proposed):
    a. A description of recent school improvement initiatives the LEA/District has implemented in its low-achieving schools and progress of and results from those initiatives:
        i. The school improvement efforts include activities that are required or permissible activities listed in the SIG required interventions for Tier I and Tier II schools;
        ii. There is evidence of LEA/District-level support;
        iii. There is evaluation data available; and
        iv. The activities have or have not been successful.
    b. Plan details that explain how the LEA/District will implement the required and selected permissible activities of the selected intervention(s):
        i. There is a detailed improvement plan for each school to implement the interventions and improvement activities;
        ii. The plan is written in a format consistent with the requirements of Missouri's planning, budget, and reporting system; (see Appendix B for additional information)
        iii. The plan is based on improvement activities focused on the significant findings of the needs analysis;
        iv. Procedures are in place to evaluate the implementation of the strategies;
        v. The plan is based on improvement activities focused on the significant findings of the needs analysis;
        vi. Procedures are in place to evaluate the implementation of the strategies;
        vii. The plans indicate that the required activities of the selected interventions for Tier I and Tier II schools will be implemented; and
        viii. The plans indicate that appropriate permissible activities of the selected interventions will be implemented.
    c. How the LEA/District will support the interventions and improvement activities at the central office level:
        i. Planned LEA/District-level activities are listed;
        ii. Responsible staff are identified; and
        iii. Staff responsibilities and expectations are listed.

Clearly identify any pre-implementation activities included above.

SECTION VII.B. - NOT SERVING ALL TIER I SCHOOLS

(2) If the LEA/District is not planning to serve all Tier I schools, please list the schools that you do not plan to serve and explain why you have determined that your LEA/District does not have the capacity to serve those schools. (See Appendix C for additional information.)

An LEA/District might demonstrate that it lacks sufficient capacity to serve one or more of its Tier I schools by documenting efforts such as its unsuccessful attempts to recruit a sufficient number of new principals to implement the turnaround or transformation model; the unavailability of CMOs or EMOs willing to restart schools in the LEA/District; or its intent to serve Tier II schools instead of all its Tier I schools. An LEA/District may not demonstrate that it lacks capacity to serve one or more of its Tier I schools based on its intent to serve Tier III schools.

SECTION VII.C. - LEA/DISTRICT ACTIONS

(3) For each of the topics listed below, describe what actions the LEA/District will take to:

1. Design and implement interventions consistent with the final requirements for each Tier I and/or Tier II school the LEA/District commits to serve:
    a. There is a detailed LEA/District-level plan to implement the intervention(s) including;
    b. Responsible staff members for each strategy;
    c. Timelines for each strategy and action step;
    d. Identifies any pre-implementation activities the LEA/District proposes;
    e. Funding identified for each strategy;
    f. Implementation progress measures for each strategy; and
    g. LEA/District oversight and support
    h.

SECTION VII.C. - LEA/DISTRICT ACTIONS (continued)

2. Recruit, screen, and select external providers, if applicable, to ensure their quality:
   a. LEA/District application process for external providers:
      i. Request for proposals;
      ii. Memorandum of understanding;
      iii. Provider contract; and
      iv. Evaluation procedures.
   b. SEA has been part of the planning process for selecting external providers:
      i. Guidance on related laws and regulations has been provided; and
      ii. If applicable, the SEA has cooperated in the planning for the selection process.
3. Align other resources with the interventions:
   a. The LEA/District has listed other resources that will support the interventions:
      i. Local, State and other Federal funding sources;
      ii. Higher Education partnerships;
      iii. Other educational resources;
      iv. Other community resources; and
      v. The resources are selected to align with the findings of the needs analysis.
4. Modify its practices or policies, if necessary, to enable its schools to implement the interventions fully and effectively:
   a. LEA/District policies and practices that have been or will be modified; and
   b. Projected impact of those changes.
5. Sustain the reforms after the funding period ends:
   a. Thorough explanation of how the reforms will be sustained:
      i. LEA/District support;
      ii. Community Support; and
      iii. SEA Support.
   b. Long range plans are in place for sustainable processes and procedures that are portable to other schools that would benefit from improvement efforts.

(See Appendix D for additional information.)

Clearly identify any pre-implementation activities included above.

SECTION VII.D. - TIMELINE

(4) What is the timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/District commits to serve?

a. The LEA/District timeline includes specific dates for implementation of all components of the selected intervention;
b. The timeline is reasonable, achievable, and reflects urgency;
c. The timeline identifies any pre-implementation activities the LEA/District proposes; and
d. Implementation and evaluation dates are included in the school improvement plans or attached documents.

Clearly identify any pre-implementation activities included above.

SECTION VII.E. - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

(5) What are the annual goals for student achievement in communication arts, mathematics, and, if applicable, graduation rate the LEA/District has established for each Tier I and Tier II school receiving School Improvement Grant funds?

a. The LEA/District has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate;
b. Accurate and meaningful baseline data are provided;
c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time; and
d. Targets have been set in consultation with the Department.

SECTION VII.F. - SERVICES AND ACTIVITIES

(6) What services and activities will be implemented in the Tier III schools receiving School Improvement Grant funds?

a. The LEA/District has specific strategies and action plans based on the needs assessment for each Tier III school that include:
   i. Responsible staff members for each strategy;
   ii. Timelines for each strategy and action step;
   iii. Funding identified for each strategy;
   iv. Implementation progress measures for each strategy;
   v. Regularly scheduled evaluation for each strategy and action step;
   vi. LEA/District oversight and support; and
   vii. Identifies any pre-implementation activities the LEA/District proposes.

Clearly identify any pre-implementation activities included above.

SECTION VII.G. - ANNUAL GOALS FOR STUDENT ACHIEVEMENT

(7) What are the annual goals for student achievement in communication arts, mathematics, and, if applicable, graduation rate the LEA/District has established for each Tier III school receiving School Improvement Grant funds?

a. The LEA/District has set specific annual targets for student achievement on the State's assessment in reading/communication arts, mathematics, and, where appropriate, graduation rate;
b. Accurate baseline data is provided;
c. Targets will lead to moving out of School Improvement, Corrective Action, or Restructuring in a reasonable amount of time; and
d. The LEA/District has collaborated with the SEA while setting the annual targets for student achievement.

SECTION VII.H. - CONSULTATION WITH AND INVOLVEMENT OF STAKEHOLDERS

(8) Provided evidence of and plans for consultation with and involvement of stakeholders in the planning and implementation of school improvement models in Tier I and Tier II schools. The stakeholder group represents:

a. Students;
b. Staff:
   i. School Building; and
   ii. LEA/District;
c. Parents;
d. Teacher organizations and/or unions;
e. Colleges and universities;
f. Community representatives:
   i. Local government and other public sector representatives;
   ii. Business community; and
   iii. Other organizations; and
g. Other relevant stakeholders.

SECTION VII.I. – COMPETITIVE PRIORITIES

1. **Implement one plan.** LEAs should demonstrate that policies, processes and procedures support (and do not contradict) the implementation of the buildings turnaround plan.
2. **Set ambitious targets for improvement.** LEAs should create improvement targets rigorous enough to demonstrate significant growth in student achievement over the three-year grant period, as agreed to by the Department.
3. **Design an innovative plan for recruiting, evaluating, and retaining the best teachers and leaders – and removing those who are ineffective.** To include: (1) annual evaluations of teachers using multiple measures, including student-growth data as one significant factor; (2) strategies for removing staff found to be ineffective in improving student outcomes; (3) incentives to attract teachers to high need areas.
4. **Identify high-risk students and create opportunities to succeed.** Strong proposals will feature early warning systems that use a combination of common formative assessment results and attendance measures to identify students at risk of failure. Such proposals also will provide supports designed to ensure that high-need students, including low income students, English-language learners, and special-needs students are achieving at grade level and are being prepared for success in college or a career.
5. **Be bold and innovative.** To receive these new SIG funds, districts must demonstrate that they provide their schools with consistent support, freedom to innovate, and autonomy to make personnel decisions. True reform requires structural changes in the school day and year. Bold proposals will lengthen the school day and add weekend or summer programs for all students. Districts that request SIG dollars must pledge to change personnel policies that lead to turnover among school leaders and staff. Districts must ensure that schools can select their staff, remove ineffective employees, avoid an imbalance of novice teachers (unless part of an intentional staffing strategy), and retain high-performing staff members. In addition, LEAs must ensure that SIG dollars supplement, not supplant, the existing state, local, and federal funding that schools receive.
6. **Demonstrate teacher commitment.** Individual teachers have the largest single school effect on student performance. Strong proposals will demonstrate that at least 80% of the teachers agree to implement the plans included in the School Improvement Grant application.

Project Narrative/Plan

Section VII A – Needs and Capacity

Needs Analysis (1) 1

Information for the needs analysis was obtained in three ways. First, North Pemiscot High School underwent review by the Missouri Department of Elementary and Secondary Education (DESE) in the spring of 2011 as part of the district-wide review. The findings of the Missouri School Improvement Program (MSIP) review form the basis of the needs analysis as it pertains to performance. Second, information was obtained through the Southeast Regional Professional Development Center's (RPDC) annual survey of needs. Third, core data information as collected by DESE is used as a reference for statistical information.

1a. **Significant Results of the Needs Analysis**

The MSIP review delineated eleven significant "findings" for North Pemiscot High School.

1. ***There is no evidence of articulation in the district's curriculum.***
2. ***Curriculum is not being effectively implemented in the district and adequate assistance has not been provided for teachers to effectively implement new curriculum.***
3. ***The level of rigor in instruction and the textbook driven assessments are at the recall and concept level.***
4. ***The instructional strategies used by teachers do not represent effective practices and tend to be teacher-centered rather than student-centered.***

5. ***The professional development plan is not aligned to the Comprehensive School Improvement Plan (CSIP) and does not address all the professional development components.***

Discussion

The North Pemiscot School District (District) readily acknowledges that viable curriculum is a significant problem. The District purchased a curriculum twelve years ago that was aimed at meeting the Missouri Curriculum Frameworks. When DESE moved to Grade Level Expectations and Course Level Expectations the District did not fully realign its curriculum. In 2006 the District began the task of rewriting curriculum. The Communication Arts curriculum was rewritten as a "living" curriculum or working document. In 2007 work was begun on rewriting the math curriculum. However that work was not completed. Subsequently, the written, taught, and learned curriculums must be addressed.

Problems with curriculum and instruction led to a failure to increase performance on state mandated assessments. That failure is enumerated in the following MSIP performance findings.

6. ***Student achievement results in grade span Mathematics 6-8 are not high and do not show sufficient improvement.***
7. ***Student achievement results in grade span Mathematics 9-11 are not high and do not show sufficient improvement.***
8. ***MAP achievement results in grades 6-8 Communication Arts are Met, but these scores are average, below average, or declining.***

9. ***Student achievement results in grade span Communication Arts 9-11 are not high and do not show sufficient improvement.***

The Missouri Assessment Program (MAP) measures student achievement on state assessments. North Pemiscot High School has not maintained the same rate of improvement as the state as a whole. The following table illustrates how North Pemiscot High School (NORTH PEMISCOT HIGH SCHOOL) has fallen behind on MAP as measured by the MAP index score.

MATHEMATICS 2006			
Grade			Difference
	NPHS	Missouri	
6	731.3	743.3	-12
7	737	736.7	+.3
8	717.2	731.9	-14.7

MATHEMATICS 2011			
Grade			Difference
	NPHS	Missouri	
6	730	767.1	-37.1
7	738.9	763.1	-24.2
8	708.3	756.9	-30

The above tables show that in 2006 in sixth grade math, North Pemiscot High School was behind the state average score by 12 points. By 2011 the gap increased to 37.1 points behind the state average. In 7th grade math North Pemiscot High School was ahead of the state average by three tenths of a point. In 2011 7th grade fell to 24.2 points behind the state average. In 2006 the 8th grade trailed the state average by 14.7 points. That gap grew to 30% by 2011.

The same trend holds true in communication arts.

COMMUNICATION ARTS 2006			
Grade			Difference
	NPHS	Missouri	
6	718.8	742.1	-23.3
7	729.6	742.7	-13.1
8	755.2	748.7	6.5

COMUNICATION ARTS 2011			
Grade			Difference
	NPHS	Missouri	
6	720	760.6	-40.6
7	733.3	763.8	-30.5
8	737.5	767.5	-30

The above tables show that in 2006 in sixth grade communication arts, North Pemiscot High School was behind the state average score by 23.3 points. By 2011 the gap increased to 40.6 points behind the state average. In 7th grade communication arts North Pemiscot High School was behind the state average by 13.1points. In 2011 7th grade fell to 30.5 points behind the state average. In 2006 the 8th grade was above the state average by 6.6 points. By 2011 the 8th grade fell to 30 points behind the state average.

Annual Yearly Progress (AYP) measures student performance by four categories, below basic, basic, proficient, and advanced. Each year a progressive target is set for schools. The following charts illustrate how North Pemiscot High School fares in placing students in the proficient and advanced categories.

Proficiency Differential			
Year	Percent Proficient	Proficiency Target	Difference
	Mathematics		
2010	27	63.3	-36.3
2011	39	72.5	-33.5
	Communication Arts		
2010	41	67.4	-26.4
2011	33	75.5	-42.5

In 2010, 27% of secondary students at North Pemiscot High School achieved proficiency in Mathematics. In 2011 there was a significant increase to 39%. These scores fall short of the 2010 proficiency target 63.3% and the 2011 proficiency target of 72.5%. In 2010 41% of North Pemiscot High School students scored proficient in communication arts. In 2011 that number fell to 33%. Both numbers are well short of the adequacy targets of 67.4% and 75.5% respectively. Moreover, disaggregate data reveals that outside of MAP A students and one speech impaired student, no special education students scored at proficient or above in either Communication Arts or Mathematics. These findings are supported by the North Pemiscot High School 2010 and 2011 Annual Yearly Progress Reports.

North Pemiscot's 2011 Mathematics scores represent an increase of 12 percentage points. That was enough to minutely narrow the differential in targeted proficiency. However, a significant decrease in Communication Arts offset any gains. Small growth and decreases leave North Pemiscot High School well short of proficiency targets. In addition, "addressing needs of Low Achieving Students" was selected by the junior high faculty as the second highest area of needed improvement on the RPDC annual needs assessment.

10. The percentage of graduates scoring at or above the national average on the ACT is not high and does not show sufficient improvement.

The ACT College Readiness Letter to North Pemiscot shows that the average composite ACT score in Missouri has remained at 21.6 since 2007. In that time period the North Pemiscot High School average score ranged from 18.0 to 19.6. In addition, the North Pemiscot Annual Performance Report shows that the district has not received a "met" on the ACT category since 2008. The RPDC needs assessment shows that North Pemiscot High School faculty ranked "Using ACT and SAT Results to Plan Instruction" as the highest area of need.

11. Although the district's graduation rate is Met, the status is average, below average, or declining.

The North Pemiscot AYP-Additional Indicator Report shows the district graduation rate at 72.7% in 2011, 84.2% in 2010, and 70% in 2009.

Conclusion: Improvements in curriculum, assessment scores, and graduation rate were targeted in the district's school improvement plan. It is clear that immediate change must be made to the instructional culture at North Pemiscot High School. The strategies and objectives in the school improvement plan were neither aggressive nor specific enough to overcome the differential between target scores and actual scores. Professional development in curriculum revision combined with instructional coaching/mentoring is the key to change at North Pemiscot High School.

1b. Methods Used to Gather Data

Statistical information in the analysis was obtained from the Missouri Department of Elementary and Secondary Education. Public and protected Annual Performance Reports, Reports of Annual Yearly Progress, and other documents were used to develop historical data.

Findings were obtained through the Missouri School Improvement Process that the District underwent in the March 2011. That comprehensive review included all aspects of teaching, learning, and performance. The district is held accountable for the findings of that review. In planning for school improvement, those findings are the pad from which our plan must be launched.

The Southeast Regional Professional Development Center provides a needs survey toward the end of each school year. The staff and administration complete the surveys and return them for analysis. The analysis is returned to the district to help with strategic planning.

1c Intervention Selected: Transformational Model

During a meeting of North Pemiscot High School teachers information was provided about the opportunity to apply for a School Improvement Grant. The various intervention models were discussed. Afterwards, during a Professional Learning Communities meeting, the teachers were polled about the grant and intervention model. All teachers indicated (100%) that they are in favor of applying for the grant and selecting the Transformational Model.

2a Recent School Improvement Initiatives

During the current and previous school year North Pemiscot High School began several school improvement initiatives. Those efforts are enumerated below.

1. To begin the 2010-2011 school year the district hired a high school principal with proven instructional leadership abilities. In addition, the new principal was versed in Professional Learning Communities and the change process.

   Support: The District increased the Principal's salary to attract an experienced principal.

   Evaluation: The principal is evaluated with a performance based evaluation tool.

   Success: The principal is making positive changes.

2. In the 2010-2011 school year North Pemiscot High School, along with the Ross Elementary, began the implementation of Professional Learning Communities (PLC). This implementation is facilitated through the Southeast Regional Professional Development Center. Last year was a learning process. This year the district is providing "early outs" and work late stipends for teachers to have time to work through Professional Learning Communities on topics such as assessment, planning, and instructional strategies.

   Support: The district made a three year financial commitment to the Southeast Regional Professional Development Center to facilitate the implementation of PLC.

   Evaluation: Evaluation data will be gleaned through the long term process of implementation.

Success: While it is still early in the PLC process, gauging by faculty acceptance and participation PLC will be successful.

3. In an effort to improve graduation rates, the district made a substantial investment in a credit recovery lab at the beginning of the 2010-2011 school year. The lab allows schedule flexibility when students need to make up credits to remain on track to graduate. In addition, students may take elective and/or advanced courses to facilitate graduation requirements.

   Support: In addition to the original financial obligation, the district maintains the lab through yearly licensing.

   Evaluation & Success: While there is no formal evaluation tool in place, we were able to graduate two students that would not have graduated on time without the credit recovery lab.

4. The North Pemiscot High School began an ACT study class in August 2011. The focus of the class is increased ACT scores.

   Support: The district assigned a classroom teacher to guide students, primarily seniors, with ACT study materials and practice tests. The district purchased materials for students to use to study, plan strategies, and take practice tests. The class is scheduled for the first quarter only.

   Evaluation: ACT testing result have not been received.

   Success: To be determined

5. As a professional development tool the district, in November 2011, purchased PD 360 and the PD 360 Observation Tool. The observation tool will allow the principal to do a walk-through observation and immediately assign professional development to a

teacher. The professional development component is an immediate feedback on the walk through. The assigned PD is through a bank of instructional videos that provide best practices guidelines, examples, and modeling.

Support: The district purchased the system, mobile devices, and wireless internet connection modems to allow quicker communication between principal and teacher.

Evaluation & Success: System is too new to evaluate.

6. The North Pemiscot School Board voted to add 43.5 hours to the school year beginning with the current school year.

Support: The district absorbs all additional financial obligations with the extended school day/year.

Evaluation: Evaluation will be based on Assessments in the Spring of 2012.

Success: To be determined

2b: Plan Details

Findings
Finding 1: ***There is no evidence of articulation in the district's curriculum.*** **Finding 2:** ***Curriculum is not being effectively implemented in the district and adequate assistance has not been provided for teachers to effectively implement new curriculum.*** **Finding 5:** ***The professional development plan is not aligned to the Comprehensive School Improvement Plan (CSIP) and does not address all the professional development components.***

Pertinent/Corresponding CSIP Goals
Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals. **Goal 2:** Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

Analysis of Data/Information Related to MSIP Performance Findings
-Data (school, grade, teacher, subgroup)

-MSIP Process Findings

Curriculum

Assessment

Instruction

Professional Development

-Programs/Services

Conclusions After Analysis Regarding Changes Needed
• Develop and implement viable curriculums in mathematics and communication arts. The curriculums will be articulated K-12. While the curriculums will meet current Grade level and Course Level Expectations, the focus will be on meeting the forthcoming state Common Core Standards. The curriculums will provide the proper level of rigor necessary at each grade/course level. • Revise Professional Development Plan • Provide professional development on using appropriate instructional strategies that represent effective practices and that are student-centered. • Conduct regular classroom evaluations, both formal and informal, that focus on student-centered instruction.

Objective: Math and Communication Arts curriculum will be revised to meet State Common Core Standards by May 2014.

Strategies	Measure of Progress Qualitative/Quantitative	Timelines Implementation/Evaluation	Roles/Account DESE, RPDC, DISTRICT
Teachers will develop appropriately rigorous curriculum and assessments on an ongoing basis throughout the school year based on Essential Learning Outcomes (ELO's) that have been identified through the Professional Learning Community (PLC) process.	PLC teams will meet regularly to determine progress toward a written curriculum. PLC meeting sign-in sheets, agendas and minutes will be collected.	When the calendar for 2012-2013 is developed it will include early dismissals to allow time to work on curriculum.	Principals, PLC team leaders. Curriculum Coach
During PLC meetings teachers will include four levels of rigor for each selected ELO;	PLC meeting sign-ins, agendas, minutes.	One half of the ELo's will have required levels of rigor by December 15th; the remaining will be determined by May 15, 2013.	PLC team leaders, Principals. Curriculum Coach

A K-12 articulation map will be created for K-12 in all areas during PLC meetings	PLC meeting sign-ins, agendas, minutes	As ELO components of curriculum are completed, they will be added to the overall curriculum piece.	PLC team leaders, Principals, Curriculum Coach
Administrators will conduct weekly walkthrough observations to support and monitor progress toward improved teaching /learning.	Walkthrough reports will show administrators have conducted at least 1 walkthrough observation per teacher/per week during instruction.	Principals will conduct walkthroughs – Begin January 2012 Administrators will provide feedback to teachers through conferences, email or copies of walkthrough reports.	Administrators
Administrators and the Professional Development committee will revise and realign the PD Plan to address all required components and to create a single district-wide plan. Tools for realignment include the School Improvement Plan and PD Needs Analysis.	Professional Development Committee meeting sign-in sheets, agendas and minutes,	Monthly revisions will be documented, and a new plan will be completed by May 15, 2013.	Administrators, PD chair and PD Committee

Assistance/Support
• North Pemiscot High School is currently working with the Southeast Regional Professional Development Center to work-out training and time lines for curriculum development. • With additional training through RC2 Solutions data analysis will be used to help develop viable curriculum directed toward common core and student achievement. • A stipend will be paid for a curriculum coach to assist in implementing curriculum revisions.

Findings
Finding 3: ***The level of rigor in instruction and the textbook driven assessments are at the recall and concept level.*** **Finding 4:** ***The instructional strategies used by teachers do not represent effective practices and tend to be teacher-centered rather than student-centered.***

Pertinent/Corresponding CSIP Goal
Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Analysis of Data/Information Related to MSIP Performance Findings
-Data (school, grade, teacher, subgroup) -MSIP Process Findings Curriculum Assessment Instruction Professional Development -Programs/Services

Conclusions After Analysis Regarding Changes Needed
• North Pemiscot High School will contract with Elbow to Elbow to help with teacher coaching/mentoring in order to develop instructional strategies that engage students at higher order thinking skills. • North Pemiscot High School will contract with Elbow to Elbow to help with teacher coaching/mentoring in order to develop instructional strategies that provide consistency in ascending the Depths of Knowledge in regular classroom instruction

Objective: Mentoring/Coaching with ongoing and job embedded Professional Development will lead to a 20% annual increase in Communication Arts and Mathematics Assessment scores.

Strategies	Measure of Progress Qualitative/Quantitative	Timelines Implementation/Evaluation	Roles/Account PLC, RPDC, DISTRICT
Contract with Elbow to Elbow to work with staff for 64 total days. The vendor will provide two consultants at least one day per week beginning the first month of school. The consulting term will continue until the April assessment window opens. Elbow to Elbow will provide job embedded PD on instructional strategies, student engagement, alignment with standards, and data driven assessment.	Through teacher feedback and observation, increased student participation and teacher implementation of new instructional strategies will be documented. Principal walk-throughs, Assessments data, and student report cards will also be analyzed. Summaries of Elbow to Elbow recommendations will be kept on file. Decrease in the number of D's and F's on student report cards.	Beginning August 2012 First MAP Assessment in April 2013 Observation feedback is ongoing. Report card data analyzed quarterly Assessment data analyzed in monthly PLC meetings.	Principal, teachers, Elbow to Elbow consultants

Professional development, through Elbow to Elbow, will be provided on research based instructional strategies as targeted weaknesses are identified	Ongoing and job embedded professional development will be measured by a jointly developed evaluation tool. Student progress rated by scores.	Beginning in September 2012 and continuing throughout the school year. Walk-through observations and formal observations will measure sustained professional growth. Early dismissals that will be included in next year's calendar	Principal

Assistance/Support
• Elbow to Elbow

MSIP Performance Finding
Finding 6: ***Student achievement results in grade span Mathematics 6-8 are not high and do not show sufficient improvement.***
Finding 7: ***Student achievement results in grade span Mathematics 9-11 are not high and do not show sufficient improvement.***
Finding 8: ***MAP achievement results in grades 6-8 Communication Arts are Met, but these scores are average, below average, or declining.***
Finding 9: ***Student achievement results in grade span Communication Arts 9-11 are not high and do not show sufficient improvement.***

Pertinent/Corresponding CSIP goal(s)
Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Analysis of Data/Information Related to MSIP Performance Findings
-Data (school, grade, teacher, subgroup)
-MSIP Process Findings
Curriculum
Assessment
Instruction
Professional Development
-Programs/Services

MATHEMATICS 2006			
Grade			Difference
	NORTH PEMISCOT HIGH SCHOOL	Missouri	
6	731.3	743.3	-12
7	737	736.7	+.3
8	717.2	731.9	-14.7

MATHEMATICS 2011			
Grade			Difference
	NORTH PEMISCOT HIGH SCHOOL	Missouri	
6	730	767.1	-37.1
7	738.9	763.1	-24.2
8	708.3	756.9	-30

COMMUNICATION ARTS 2006			
Grade			Difference
	NORTH PEMISCOT HIGH SCHOOL	Missouri	
6	718.8	742.1	-23.3
7	729.6	742.7	-13.1
8	755.2	748.7	6.5

COMMUNICATION ARTS 2011			
Grade			Difference
	NORTH PEMISCOT HIGH SCHOOL	Missouri	
6	720	760.6	-40.6
7	733.3	763.8	-30.5
8	737.5	767.5	-30

Proficiency Differential			
Year	Percent Proficient	Proficiency Target	Difference
	Mathematics		
2010	27	63.3	-36.3
2011	39	72.5	-33.5
	Communication Arts		
2010	41	67.4	-26.4
2011	33	75.5	-42.5

Conclusions After Analysis Regarding Changes Needed

- Curriculum Revision (see above)
- Instructional Strategies Revision (see above)
- Conduct regular classroom evaluations, both formal and informal, that focus on student-centered instruction.
- Assessment scores must improve immediately. Utilization of extended school day should be implemented.

Objective: The district's percent of student scoring in the advanced and proficient levels on state assessments will increase by 20% annually.

Strategies	Measure of Progress Qualitative/Quantitative	Timelines Implementation/Evaluation	Roles/Account DESE, RPDC, DISTRICT
Local assessment will focus on Essential Learning Outcomes (ELO's) that have been identified through the Professional Learning Community (PLC) process and RC2 training.	Assessment will be analyzed to determine % of ELO's measured.	Informal assessment as appropriated in course content.	Principal, Teachers, RPDC Consultant
Formal assessments that are MAP like in structure and language will be developed.	Assessment rated with a rubric developed by the district and STI.	Formal Assessment twice a quarter.	Principal, Elbow to Elbow Consultant, STI, PLC
Extended school days. The district will extend the high school day one hour, two days a week, for students that are not at proficient and not limited by an IEP. As per Board of Education policy, attendance is mandatory. Failure to attend	An increase in assessment scores will lead to a decrease in extended school days. Progress will also be measured by a decrease in D's and F's on quarterly grade reports.	To begin the fourth week of school and to extend through the end of the assessment period.	Principals

will result in in-school suspension and/or suspension of social and extracurricular activities.	Progress and success will be measured by an increase in students that are performing at grade level. Grades and assessment scores will be monitored for improvement.		
A summer session will be added to the school year. Attendance will be available to all students with an emphasis on those that are not at proficient and not limited by an IEP.		Starting in late May or early June of 2013	Principal, Teacher Committee
Assistance/Support			
• Elbow to Elbow • STI and RC2			

Finding
Finding 10*: The percentage of graduates scoring at or above the national average on the ACT is not high and does not show sufficient improvement.*

Pertinent/Corresponding CSIP goal(s)
1. **Goal 1:** Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals. 2. **Goal 2:** Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (Local Educational Agency) and district mission, goals, and objectives.

Analysis of Data/Information Related to MSIP Performance Findings
-Data (school, grade, teacher, subgroup) **-MSIP Process Findings** **Curriculum** **Assessment** **Instruction** **Professional Development** **-Programs/Services**

Five Year Trends - Average ACT Scores

	Total Tested	English	Mathematics	Reading	Science	Composite
Grad. Year	NORTH PEMISCOT HIGH SCHOOL	NORTH PEMISCOT HIGH SCHOOL State	NORTH PEMISCOT HIGH SCHOOL State	NORTH PEMISCOT HIGH SCHOOL State	NORTH PEMISCOT HIGH SCHOOL State	NORTH PEMISCOT HIGH SCHOOL State
2007	14	20.4 21.5	18.3 21.0	20.1 22.1	19.3 21.5	19.6 21.6
2008	15	17.6 21.4	18.0 21.0	18.1 22.0	18.0 21.4	18.1 21.6
2009	14	19.1 21.5	17.4 20.9	18.7 22.1	19.1 21.5	18.6 21.6
2010	11	17.8 21.5	17.5 21.0	18.0 22.0	18.7 21.6	18.0 21.6
2011	10	18.4 21.5	17.2 21.0	18.4 21.9	19.2 21.6	18.5 21.6

ACT scores have stayed consistently below the state average. The number of students taking the ACT represents roughly half of the total class each year.

Conclusions After Analysis Regarding Changes Needed

- Students need access to ACT preparatory training
- The level of rigor in the curriculum needs to be addressed and improved.
- Additional time must be allotted to ACT prep.

Objective: The composite ACT will increase annually with a goal of reaching or surpassing the state average by 2016.

Strategies	Measure of Progress Qualitative/Quantitative	Timelines Implementation/Evaluation	Roles/Account DESE, RPDC, DISTRICT
ACT Prep will be expanded to include: 1. Advanced ACT Prep to include all students through extended hours, evening classes, and possible Saturday classes. 2. ACT Prep for struggling students, to include content and strategies, will be offered as part of the extended school day in a small study group setting to allow for individual assistance.	Advanced ACT Prep will be led by an ACT professional through an ITV broadcast or by hiring for on-site classes. ACT Prep for struggling students will be led by a certified staff member. Purchased material will be utilized for review. All progress will be measured by increased ACT scores.	Implementation: Advanced ACT classes will be scheduled 8 weeks prior to a fall testing date in 2012 and 8 weeks prior to a spring testing date in 2013. Study materials, electronic ACT practice tests, and teacher guidance and instruction, will be available in extended hours for struggling students. Evaluation: Rosters and increased ACT scores	School Counselor Building Principal
Assistance/Support			
• ITV and/or instructors for paid ACT preparation programs			

MSIP Performance Finding
Finding 11: ***Although the district's graduation rate is Met, the status is average, below average, or declining.***

Pertinent/Corresponding CSIP goal(s)
Goal 1: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

Analysis of Data/Information Related to MSIP Performance Findings -Data (school, grade, teacher, subgroup) -MSIP Process Findings Curriculum Assessment Instruction Professional Development -Programs/Services
Graduation rates for the district have shown fluctuation over the past five years. In 2007 the graduation rate was 100% but has dropped to 75% for 2011 with a low of 71.8% in 2009. Analysis of district data indicates that students who have failed multiple courses and do not have the opportunity to "catch up" with their peers tend to drop out.
Conclusions After Analysis Regarding Changes Needed
• Provide students with interventions before they fail coursework. • Provide access to credit recovery • Extend hours that credit recovery lab is accessible

Objective: By the end of the 2014 school term, the graduation rate will increase to at least 94%.

Strategies	Measure of Progress Qualitative/Quantitative	Timelines Implementation/Evaluation	Roles/Account DESE, RPDC, DISTRICT
Students will be provided access to the Learning Lab for credit recovery.	A comparison of students at risk of dropping out of school and those taking advantage of credit recovery will be evaluated each semester	A list of students failing courses will be compiled each semester. Students will be given opportunities to do credit recovery through the A+ program. A list of students taking advantage of credit recovery will be maintained.	Counselor Principal
Credit Recovery opportunities with expanded offerings will be available during the extended school day Credit Recovery and enrichment will be offered in the summer.	The number of at risk students that remain in school.	The fourth week of school in the 2012-2013 school year. Summer of 2013.	Counselor, Principal, Summer School Teacher
Assistance/Support			
District Managed			

Required and Permissible Activities for Transformation Model

Making students successful is the focus of North Pemiscot High School and North Pemiscot R-1 School District transformation plan. In alignment with the needs analysis, this plan aims to: 1. Create a climate of success. 2. Provide teachers with the professional development, mentoring, and coaching to help them lead students to success, and 3. To demonstrate that success via state mandated assessments and state and federal measures.

Developing and Increasing Teacher and School Leaders Effectiveness: *North Pemiscot High School has and/or will implement each of following strategies required of the transformation model:*

A. North Pemiscot R-1 School District replaced the principal who led North Pemiscot High School prior to its identification as being the bottom 5% of Missouri schools.

B. As described in Goals 1 and 2, North Pemiscot R-1 School District will consult and seek support from DESE on formulas for inclusion of student progress data and multiple performance-based assessments in the teacher evaluation. North Pemiscot R-1 School District will establish a committee of teachers and district and school leaders to research best practices and national models consistent with the requirements of transformation. The committee will identify measures for teacher performance and work to ensure that the evaluation system is rigorous, transparent, and equitable.

C. Upon implementation of the above, North Pemiscot High School will be better able to identify and more effectively reward school teachers and leaders who have increased student achievement and remove those, who after ample opportunities to improve, have not done so. In the interim, a revised evaluation observation protocol will be used by the principal to document implementation of high-yield strategies and strategies for student engagement. A Teacher

Recognition Program will also be developed to regularly honor teachers who demonstrate continued professional development and accelerate student learning.

D. As described in the plan, North Pemiscot R-1 School District will contract with an outside vendor and use the services of the Southeast Regional Professional Development Center to provide ongoing, job-embedded professional development, creating a collaborative peer observation system, providing constructive feedback, and supporting the ongoing analysis of data such that teachers can successfully engage students and differentiate their instruction to meet the specific learning needs of all students, particularly non-proficient students.

E. Given its rural setting and lack of housing and "outside of work" opportunities, recruiting teachers to North Pemiscot is a challenge. Upon implementation of this model, district leadership will recruit teachers with the training necessary to help the district meet the goals set forth in this plan. The district will assist teachers in career growth with financial aid to pursue higher degrees. In addition, each teacher will be provided continued professional development to help them in career growth. Job openings will be posted via media, universities and the Missouri Association for Rural Education.

North Pemiscot High School has and/or will implement the following permissible strategy of the transformation model:

A. As described in the plan, district and school administrators, will conduct informal, frequent classrooms observations to monitor the implementation of high yield instructional strategies discussed in weekly PLC meetings and professional development. The principal will design or select specific protocols for documenting observations, evidence of instructional practices that result from professional development and changes in student progress.

Comprehensive Instructional Reform Strategies: *North Pemiscot High School has and/or will implement each of following strategies required of the transformation model:*

A. In response to the key findings of the needs assessment, teachers will implement lessons that use research-based learning strategies. The district will contract with Elbow to

Elbow for coaching/mentoring of teachers in the implementation of strategies.

B. In order to promote the continuous use of data, North Pemiscot High School will utilize early release and additional after school times to work data through PLC.

North Pemiscot R-1 School District and North Pemiscot High School has and/or will implement each of following permissible strategies of the transformation model:

A. Periodic reviews to ensure the curriculum is being implemented with fidelity and is having the desired effect will be conducted by district and school administrators, the curriculum coach, and an external evaluator. Curriculum rigor and relevance will be included as an indicator during classroom observations and teacher evaluations. As detailed in Goal 3, the revisions of curriculum maps and pacing guides will be overseen by the curriculum coach to ensure that they are aligned to state standards and include research-based learning strategies. In addition, a collaborative peer observation system as well as weekly reviews of student data will be implemented such that all staff will receive and offer frequent constructive feedback on implementation of the curriculum as well as high yield instructional strategies and strategies for student engagement. A protocol will be developed to track changes in instruction and student growth.

B. Implementation of a RtI model will be considered in Year 2. District leaderships will convene a committee of teachers, administrators, and Regional Professional Development Center staff to explore and design the implementation of a RtI model for North Pemiscot High School.

Increasing Learning Time and Creating Community-Oriented Schools: *North Pemiscot R-1 School District and North Pemiscot High School has and/or will implement each of following strategies required of the transformation model:*

A. The School Board of North Pemiscot R-1 School District approved the proposal to lengthen the school year by 45.5 hours this current school year. To reach underperforming students and students in need of credit recovery the district will add after school time and begin a summer school.

B. The North Pemiscot R-1 School District and North Pemiscot High School plans to provide ongoing mechanisms for family and community engagement, including the establishment a school-based Parent Committees. The Parent Committees will have regularly scheduled meetings with staff and administration to work toward school improvement. Through these committees key business partnerships, parent representatives and district/school personnel will serve as an advisory board and help the district identify data points, benchmark measures and the tracking of strategies to improve family and community engagement. District leadership will conduct a parent/community forum each semester to gather feedback, monitor progress, and inform of community needs.

Operational Flexibility and Sustained Support: *North Pemiscot R-1 School District and North Pemiscot High School has and/or will implement each of following strategies required of the transformation model:*

A. There is only one high school in North Pemiscot R-1 School District. The district works closely with North Pemiscot High School. All staffing, calendar timing, budgeting, hiring and improvement goals are done jointly, providing more than sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.

B. North Pemiscot High School receives ongoing support and technical assistance from the SEA, including, for example, professional development trainings through the Regional Professional Development Center and technical assistance and technology trainings through MORE.net.

2c District Support for School

Making North Pemiscot High School a model of success is the focus of the North Pemiscot R-1 School District transformation plan. In alignment with the needs analysis, this plan aims to create a climate of success to will be sustained long after the three years of the grant. To accomplish this over the next three years, North Pemiscot R-1 School District is committed to leading change efforts and working hand in hand with North Pemiscot High School to fully support and implement all transformation initiatives.

The Central Office Staff consists of one person, the superintendent. The superintendent will bear responsibility for meeting all contractual and financial obligations. The superintendent will lead community involvement efforts. The superintendent will evaluate the principal who is in charge

of the reform effort. It is the superintendent's job to ensure that the principal stays on track in meeting all obligations in the transformational model.

Section VII B--Not Serving All Tier I Schools

North Pemiscot R-1 School District is applying to serve North Pemiscot High School, a tier II school. There are no Tier I schools in the district.

Section VII C—LEA/District Actions

Action the LEA will take:

1a. All school and district plans will incorporate the elements contained in this transformational plan. Transformational elements will be the predominant elements of each such plan.

1b. Responsibilities are listed in the plan above. In addition, upon notification of reward, work will begin on a clearly delineated plan that includes each staff member with specific responsibilities.

1c. Timelines are listed in the plan. Those will be monitored and adjusted as required.

1d. Pre-implementation strategies will include starting an extended hour's program, limited summer school for credit recovery, and a scholastic audit. Other activities will include creating a calendar to guide all activities as outlined in the plan and finalizing vendor selection and contracts.

1e. Funding for vendors, after school tutoring, assessment compilation and evaluation, and some professional development will come from the SIG. District resources will complete the funding.

1f. Strategy implementation will be placed on a calendar. Clear progress measures will be written. The principal will track progress and report to the superintendent.

1g. The superintendent will monitor the principal. The superintendent will ensure that the required support and tools are provided.

Recruit, screen, and select external providers

2 a. & 3a. North Pemiscot R-1 School District searched for and interviewed several external providers. The district will contract with Elbow to Elbow, STI, and RC2 to provide services for school improvement. These vendors will provide support for the assessment piece, mentoring/coaching, curriculum development, and other services. North Pemiscot High School will continue to work with the Southeast Regional Professional Development Center to fully implement Professional Learning Communities. The selection process included the following.

Identified external providers based on the needs of North Pemiscot High School as identified in the needs analysis and outlined in this transformation plan;

• Interviewed and analyzed external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure the quality and efficiency of each external provider;

• Selected external providers based upon the provider's commitment to timely and effective implementation and ability to meet the identified needs;

• Aligning the selected external provider with existing district and school resources, specifically time and personnel;

• Assessing the regular communication with North Pemiscot High School to ensure that supports are taking place and are modified as needed to better met the identified needs;

• Assessing the in-school presence (at least 64 days during the school year) and monitoring the interactions of school leadership, faculty and staff with the selected service provider(s) to ensure the full implementation of supports.

Each external vendor will be required to submit a scope of work memorandum of understanding including services, deliverables, costs and an agreement to work with the district's external evaluator in terms of data collection and information. These contracts will be approved by the North Pemiscot R-1 School Board.

Practice/Policy Modifications

4a. The district will modify its teacher and principal evaluation tools to reflect the requirements of the transformational model. A team of administrators and teachers will study currently available evaluation models that are weighted toward student achievement. If an acceptable model is not found, one will be developed prior to the end of the first quarter in 2013.

North Pemiscot High School will have additional after school/summer hours to reach students that are not proficient and not limited by an IEP.

4b. The expected impact is increased student success on assessments.

Sustain the Reforms

5a. North Pemiscot R-1 School District is committed to sustaining the strategies in this transformation plan beyond the school improvement grant funding period. As a small district with a $900,000 reserve and no debt, the district is fiscally sound and able to sustain the structures, processes, and procedures that will be established with the SIG 1003g funds.

5b. A few short years ago North Pemiscot High School was the achievement leader in Southeast Missouri. As we regain that position we will share ideas, information, practices, problems, and procedures with other districts.

Section VII D—Timeline, Section VII E Annual Goals, Section VII F—Service and Activities, Section VII G—Annual Goals

Information provided in plan document

Section VII H- Consultation

In addition to provided information, North Pemiscot High School will again involve stakeholders upon notification of being awarded the grant. All representative groups of stakeholders will be involved in the transformation of North Pemiscot High School.

Concluding Remarks

North Pemiscot High School is a small rural school district with a K-12 enrollment of 253 students. Of those, 143 are in high school. North Pemiscot is faced with several challenges, high poverty rate, high rate of special education students, and a high rate of transient students. We can overcome those challenges. We believe that we have a good school system. We have recent graduates that complete professional and/or advanced degrees at area and distant universities. We graduate students who become solid citizens that give back to the community. We believe in our school, our community, and our future. We also know that now is the time to become better. Now is the time to change our practices to make our students excel. With or without the assistance of this grant, North Pemiscot will return to the pinnacle of student achievement as evidenced by state assessments.