ORIGINAL NEW PAGE

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
FEDERAL GRANTS AND RESOURCES
PO BOX 480, JEFFERSON CITY, MO 65102-0480
FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003(G) OF ESEA
Project Dates: July 1, 2014 to June 30, 2015

DIRECTIONS

Mail the completed form postmarked or delivered by Friday, June 13, 2014 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: webreplysiggrants@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		07-01-2014	$138,032

SECTION I. - LEA AND PROGRAM CONTACT INFORMATION

APPLICATION FOR SCHOOLS SERVED WITH CADRE II YEAR THREE ☑ OR CADRE III YEAR TWO ☐
(Separate application required for each cadre, check only one)

LEA NAME			COUNTY-DISTRICT CODE
North Pemiscot R-1			078-001
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Terry Hamilton	ADDRESS P.O. Box 38	CITY, STATE, ZIP Wardell, MO 63879	
E-MAIL ADDRESS terryh@northpem.k12.mo.us		TELEPHONE NUMBER 573-628-3471 x222	FAX NUMBER 573-628-3472
NAME OF GRANT CONTACT SAME	ADDRESS	CITY, STATE, ZIP	
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

The LEA 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—

☑ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements;

☑ Establish annual goals for student achievement on the State's assessments in both English/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority school that it serves with school improvement funds, and establish goals (approved by the State Education Agency (SEA)) to hold accountable its Priority schools that receive school improvement funds;

☑ If it implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements;

☑ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality;

☑ Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding; and

☑ 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 School Improvement Grant (SIG). An LEA must indicate which of those waivers it intends to implement.

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

☑ 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 in the State.

☐ "Starting over" in the school improvement timeline for Priority, Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Priority, Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA approval for the Department to provide direct services:

☑ The LEA approves the Department's use of grant funds to provide improvement services directly to the LEAs and schools.

SIGNATURE OF BOARD-AUTHORIZED REPRESENTATIVE	DATE 6/12/14
SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)	DATE

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SECTION IV. - LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA

This is the total of* Cadre II Year Three Or Cadre III Year Two *Implementation and Administration budgets for all building and district activities.

GRANT YEAR 2014-15 SIG & WAIVER FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG & Waiver*	36,000		5220	3190	10,505			54,915
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*				5600				5600
2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	2400	10,110	4857					17,367
2200 Professional Development *1003(g) SIG & Waiver*				59,800				59,800
2600 Planning and Evaluation *1003(g) SIG & Waiver*					200			200
3000 Community Services *1003(g) SIG & Waiver*					150			150
Program Costs Subtotal *1003(g) SIG & Waiver*	38,400	10,110	10,077	68,590	10,855			138,032
Indirect Costs								
Administrative Costs *1003(g) SIG & Waiver*								
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG & Waiver*								
GRAND TOTAL *1003(g) SIG & Waiver*	38,400	10,110	10,077	68,590	10,855			138,032

SECTION IV. – LEA GRANT YEAR TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction	0	0				
Preschool	0	0				
Class Size Reduction	0					
Neglected/Delinquent Institution Supplemental Instruction	0	0		0		
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 V. - SCHOOLS TO BE SERVED

The LEA must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA must identify each Priority school the LEA commits to serve and identify the model that the LEA will use in each Priority school.

SCHOOL NAME	NCES ID #	PRIORITY	INTERVENTION			
			TU	RE	CL	TR
North Pemiscot H.S.	292376001431	X YES ☐NO				X
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				
		☐YES ☐NO				

Notes:

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA 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 VI.A. - LEA /BUILDING GRANT YEAR STRATEGIES AND ACTIVITIES TEMPLATE

(COPY AS NEEDED)

List the strategies from the LEA implementation plan and school plans that support the selected interventions and improvement activities at the LEA 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 and each school the LEA has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORTH PEMISCOT R-1	078-001

Budget Codes	Related Strategies and Activities
1100 Instruction	1. Early out days for teacher collaboration on instructional strategies through PLC. 2. Data Analysis for instructional guidance. 3. Principal walk-throughs. 4. Before and after school teacher availability.
1100 Instruction *1003(g) SIG & Waiver*	1. Extended school days are available for all students. The district will extend the high school day one hour, two days a week. Mandatory attendance is 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 will result in in-school suspension and/or suspension of social and extracurricular activities. Additional extended hour days will be added as data analysis reveals students with additional needs. **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 not at proficient and not limited by an IEP. . **3.** 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.
1200 Supplemental Instruction (Title I)	**N/A**
1200 Supplemental Instruction (Title I) *1003(g) SIG & Waiver*	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. Focus will be on Sophomores and Juniors.. Credit Recovery opportunities with expanded offerings will be available during the extended school day Credit Recovery and enrichment will be offered in the summer
2100 Non-Instructional Support Services	Maintaining an environment conducive to learning through establishing and maintain an infrastructure of support. To be accomplished through all support services, transportation, food, and custodial.

2100 Non-Instructional Support Services *1003(g) SIG & Waiver*	Bus drivers for transportation. Bookkeeper for bill payment and secretary to complete enrollment. MOSIS data entry to be shared. Will be used for extended hours program and summer school
2200 Professional Development	1. During school day, time is taken for one on one professional development. 2. Five days build into the school calendar for teacher development.
2200 Professional Development *1003(g) SIG & Waiver*	Contract with Elbow to Elbow to work with staff for 31 total days. The vendor will provide 2 consultants at times to be determined after the school year begins. 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. One day of literacy training provided to staff. Training addresses extended day literacy component that targets students not reading at grade level.
2600 Planning and Evaluation	1. Regular administrative meetings to discuss goals and progress toward meeting. 2. Research and study of best practices. 3. Individual direction and feedback (with principal) from teachers on instructional strategies. 4. Review of instructional strategies implementation with principal.
2600 Planning and Evaluation *1003(g) SIG & Waiver*	Continued use of centralized data room to house data on every student. Use of STAR and TLI Benchmarks to track assessment readiness.
3000 Parent Involvement	1. Prior to beginning of school hosting a "School to Community" event. 2. Open House 3. Information Centers 4. Information disseminated through direct correspondence, electronic communication, website, and superintendent's radio broadcast.
3000 Parent Involvement *1003(g) SIG & Waiver*	A parent committee was established to offer opinions and insight into school operations. Additional committee meetings will be held during the school year.
Administrative Costs	Assumed by district.
Administrative Costs *1003(g) SIG & Waiver*	None.

SECTION VI.B. - LEA/BUILDING GRANT YEAR IMPLEMENTATION BUDGET TEMPLATE

(COPY AS NEEDED)

Use this template to enter required school and LEA budget totals to be submitted with the LEA SIG Application. Complete a budget for the LEA and each school for Cadre II year three and/or Cadre III year two.

LEA/BUILDING NAME	COUNTY-DISTRICT - BUILDING CODE
NORTH PEMISCOT R-1	078-001

Grant Year 2014-15	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	444,318		147,010	1300	28,692			**621,320**
1100 Instruction *1003(g) SIG/Waiver*	**36,000**		**5220**	**3190**	**10,505**			**54,915**
1200 Supplemental Instruction (Title I)								
1200 Supplemental Instruction (Title I) *1003(g) SIG/Waiver*				**5600**				**5600**
2100 Non-Instructional Support Services	45,360	64,815	17,830					**128,005**
2100 Non-Instructional Support Services *1003(g) SIG/Waiver*	**2400**	**10,110**	**4857**					**17,367**
2200 Professional Development	12,500	1425						**13,925**
2200 Professional Development *1003(g) SIG/Waiver*				**59,800**				**59,800**
2600 Planning and Evaluation					**1150**			**1150**
2600 Planning and Evaluation *1003(g) SIG/Waiver*					**200**			**200**
3000 Community Services	**184,000**							**184,000**
3000 Community Services *1003(g) SIG/Waiver*					**150**			**150**
Administrative Costs								
Administrative Costs *1003(g) SIG/Waiver*								
Program Costs Subtotal (Not including *1003(g) SIG/Waiver*)	**686,178**	**66,240**	**164,840**	**1300**	**29,842**			**948,400**
***1003(g) SIG/Waiver* Subtotal**	**38,400**	**10,110**	**10,077**	**68,590**	**10,855**			**138,032**
Grand Total	**724,578**	**76,350**	**174,917**	**69,890**	**40,697**			**1,086,432**

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SECTION VI.C. - LEA/BUILDING GRANT YEAR BUDGET ITEMIZATION *1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)*

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

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries 1. Extended school hours during regular term: 6 certified personnel, 2 days a week, at $30 per hour for 28 weeks = $10,800 2. Summer School: 7 certified personnel @ $3600= $25,200. 3. Curriculum Coach= 80 hours @ $30 per hour= $2400	
6100 Subtotal	**$38,400**
6150: Non-certificated Salaries Transportation: 1. Extended school days- 2 drivers, 56 days total, $30 per hour, 1 hour per day= $3360 2. Summer School- 2 drivers @ $1200 each = $2400 Secretarial Bookkeeping: 1. Regular term: 2 employees, 1 hour per week, 30 weeks, $30 per hour = $1800 2. Summer School secretary: $1800 3. Sumer School Bookkeeping: $750	
6150 Subtotal	**$10,110**
6200: Employee Benefits *(optional categories)* FICA $627 Medicare $965 Retirement (Teacher or Non-Teacher) $8485 Health, Life, and/or Dental Insurance Other Benefits 0	
6200 Subtotal	**$ 10,077**
6300: Purchased Services 1. Renewal of Benchmark testing services with The Learning Institute: $3190 2. Renewal of job embedded professional development with Elbow to Elbow. Will include 31 school days at $1800 per day = $55,800 3. ACT prep class, either through ITV Broadcast or live: $5600 4. Expenses to attend MOSIG meetings, events: $4000	
6300 Subtotal	**$68,590**
6400: Materials/Supplies 1. Supplies for Data Room: $1350 2. Literacy supplies (supplemental reading and testing): $3575 3. Extended School hour supplies for Literacy and Math: $5200 4. Summer School Supplies: $380 5. Supplies (research materials for planning and evaluation): $200 6. Parent Committee meeting supplies: $150	
6400 Subtotal	**$10,855**
6100-6400 Subtotal	**$138,032**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$138,032**

SECTION VI.D. - LEA/BUILDING GRANT YEAR ADMINISTRATIVE COSTS BUDGET *1003(g) AND WAIVER FUNDS ONLY (COPY AS NEEDED)*

LEA/BUILDING NAME	**COUNTY-DISTRICT - BUILDING CODE**

BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
6100 Subtotal	**$**
6150: Non-certificated Salaries	
6150 Subtotal	**$**
6200: Employee Benefits *(optional categories)* FICA Medicare Retirement (Teacher or Non-Teacher) Health, Life, and/or Dental Insurance Other Benefits	
6200 Subtotal	**$**
6300: Purchased Services	
6300 Subtotal	**$**
6400: Materials/Supplies	
6400 Subtotal	**$**
6100-6400 Subtotal	**$**
Indirect Cost Optional (Restricted Rate: ____% X Subtotal)	**$**
6500: Capital Outlay	
6500 Subtotal	**$**
TOTAL	**$**

SECTION VII. – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

SECTION VII.A. – DISCUSSION OF THE PRIOR GRANT YEAR

Describe progress made toward each objective approved in the 2013-2014 application.

1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;
2) Provide a summary of measurable data explaining progress toward meeting professional development objectives; and
3) Describe the challenges and accomplishments in meeting your objectives in 2013-2014.

SECTION VII.B. – 2014-2015 GRANT YEAR TIMELINE

Describe the 2014-2015 grant year timeline for implementing the planned activities for the selected interventions in each Priority school the LEA commits to serve. All planned activities were included in the original plan submitted with your first application.

1) Provide a LEA timeline that includes specific dates for implementation of all components of the selected intervention;
2) Provide a timeline that is reasonable, achievable, and reflects urgency; and
3) Provide a timeline that includes implementation and evaluation dates.

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2014-2015

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2014-2015 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or LEA levels in SIG served buildings for **Cadre II year three or Cadre III year two**.

SECTION VII.E. – SYSTEM OF STAFF RECOGNITION *(Transformation Model Specific Question)*

An LEA implementing a transformation model must:

(1) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;

Describe how the LEA and building is implementing a system of reward for staff that are raising student achievement and remediation and consequences for staff that are not raising student achievement during the 2014-2015 school year.

SECTION VII.F. – INCREASE LEARNING TIME *(Transformation and Turnaround Model Specific Question)*

An LEA implementing a transformation and/or turnaround model must:

(1) Establish schedules and strategies that provide increased learning time

Describe how the LEA and building is increasing learning time in your SIG schools? Specifically address how learning time will be increased from the 2013-2014 school year.

SECTION VII.G. – TEACHER/PRINCIPAL EVALUATION SYSTEM *(Transformation Model Specific Question)*

An LEA implementing a transformation model must:

(2) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that —

(a) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and

(b) Are designed and developed with teacher and principal involvement;

Describe the process that the LEA is using to implement a new teacher/principal evaluation system that incorporates student achievement as a major component.

SECTION VII.H. – FAMILY AND COMMUNITY ENGAGEMENT *(Transformation Model Specific Question)*

An LEA implementing a transformation model must:

(1) Provide ongoing mechanisms for family and community engagement.

Describe the process that the LEA is using to engage families and the community.

Year Three Application Narrative

Section VII.A. Discussion of Year One

1. ***Provide a summary of MAP and other relevant data to document progress toward meeting objectives.***

Data for 2014 State MAP Assessments are not available at this time.

The following tables compare the percent of North Pemiscot students scoring proficient and advanced on State Assessments. The grid includes three years of scores. The scores in row 2013 reflect the results during the first year of the grant. Assessments for year two were completed in April and May 2014. Those scores have not returned to the district.

Percent of Students in Proficient and Advanced

Year	Subject			
	Algebra I	Algebra II	Geometry	Biology
2011	40.9	0	41.7	34.6
2012	60	53.3	100	42.9
2013	25	53.9	77	51.6

Year	Subject			
	English I	English II	American His	Government
2011	18.8	64.2	55.5	23.5
2012	50	75	60	39.1
2013	14.3	55	17.6	6.7

Year	Communication Arts			Science
	6th Grade	7th Grade	8th Grade	8th Grade
2011	20	33.4	33.5	25
2012	60.7	45	28.6	30
2013	40	57.7	35	35

Year	Mathematics			
	6th Grade	7th Grade	8th Grade	
2011	40	38.9	33.3	
2012	35.7	55	47.6	
2013	45	34.6	55	

Students increased their scores in nine out of 15 different areas. The scores in mathematics show increases in four subjects. Communication arts scores increased in three areas. Both science areas increased and both social studies decreased. The dramatic decrease in social studies is attributed to an outstanding teacher leaving and a new teacher being hired as a replacement. It is important to note that North Pemiscot High School received 100% of possible points on Missouri's Department of Elementary and Secondary Education Annual Performance Report in math, communication arts, and science based on 2013 State Assessment scores.

Preliminary data from 2014 End of Course exams show that English I, English II, Government, and Algebra I will have increases in the number of students scoring proficient and advanced. Moreover, the preliminary data also show that the cohort that scored low in English I and Algebra I have increased their percentages in proficient and advanced in English II and Algebra II.

The following tables show the percent of students scoring in Below Basic on state assessments.

Percent of Students in Below Basic

Year	Subject			
	Algebra I	Algebra II	Geometry	Biology
2011	18.2	33.3	8.3	0
2012	10	0	0	26.6
2013	12.5	23.1	7.7	3.2

Year	Subject			
	English I	English II	American His	Government
2011	31.3	7.1	11.1	11.8
2012	10	0	20	4.3
2013	21.4	10	52.9	26.7

Year	Communication Arts			Science
	6th Grade	7th Grade	8th Grade	8th Grade
2011	10	16.7	4.2	33.3
2012	7.1	10	4.8	25
2013	0	7.7	5	10

Year	Mathematics			
	6th Grade	7th Grade	8th Grade	
2011	15	16.7	33.3	
2012	19.9	10	19	
2013	0	11.5	5	

The data above show that there are currently fewer below basic students in ten out of 16 categories. Moving students out of below basic and into basic is paramount for

showing overall improvement. Both areas of social studies are inexcusably high in below basic students. The teacher for those classes is no longer a part of the school district.

For MOSIG year two the running record was modified slightly from the prior year in terms of populating RTI/tutoring. As before, the previous years MAP and EOC data was used as well as module assessments (teaching data) to determine tutoring assignments etc. Classroom data and reading data were also used to populate tutoring as well as Map EOC data. For this reason numbers of students moving out of tutoring declined from the prior year.

Literacy was another component tracked on the running record. Though literacy instruction was noted across the content areas, we fell way short of our goal. Continued emphasis as well as training and evaluation will be done to address this issue. In conjunction with general literacy training, an overall plan was developed and partially implemented. From this process, a specific component (vocabulary) became our focus. This, vocabulary, as well as reading will be our focus in year three.

North Pemiscot High School began an action research project in the 2013-2014 school year as part of the MOSIG program. Ten at-risk students were selected. Nine students completed the project and one moved out of the district. These students attended extended school day for an hour each week. These students were also questioned frequently about their progress in reading and other academic areas. Twice a quarter these students met with and were interviewed by the principal, a classroom teacher, and the lead researcher. In the meeting all available data were reviewed. The student's

growth or regression was discussed. Students were encouraged to offer feedback on different programs.

The project used a tracking chart to accumulate data on the students. The chart reflects positive movement for most of the students. For some of the students there is not a positive correlation between improved reading levels and improved classroom work. The discussion of data reveals that these students became "slack" midway between interviews. Therefore, their grades began to decline. Thus, the research shows that more frequent interventions will likely lead to consistent improvement.

Additional data indicates that the graduation rate increased from 75% in 2011 to 92% in 2013. In 2014 North Pemiscot High School reached a graduation rate of 100%. We attribute the increase to after school and summer school programs that began with the pre-implementation portion of this grant.

Summary: MAP scores, the most important data, is not yet been received for the year concluding in May 2014. Receipt of those scores will allow for a clearer picture of progress.

2. ***Provide a summary of measurable data explaining progress toward meeting professional development objectives.***

Early data analysis determined that Tier II literacy vocabulary was a student area that needed attention. In addition, a variety of personnel (MOSIG, RPDEC, school, PD, etc.) discovered through data mining that many students arriving at the high school were

not prepared for the level of work required to be successful due to being behind the expected reading level. To address the problem the elementary staff investigated various literacy programs that targeted students not at grade level reading expectations. The elementary adopted a program and will undergo professional development for proper implementation prior to the start of the school year. Additional professional development will be provided in literacy to help bolster reading skills prior to these students entering junior high.

The Data Dashboard indicates that following for student reading levels:

Reading Level	% in September 2013	% in May 2014
On Grade Level	28	39
Less than 2 years below grade level	25	20
More than 2 years below grade level	57	41

The table indicates improvement in reading levels across the spectrum. Teachers received professional development in literacy beginning in August 2013. Therefore, these measured improvements can be tied to professional development.

Currently, there is no data to measure the second focus, preparing students for the rigors of high school. To help elementary teachers understand the expected junior high and high school rigor, key elementary teachers were included in professional development activities on the high school campus. The focus of those activities was on the development and enhancement of literacy skills. Those teachers were exposed to the goals, expectations, and rigor that students face when they arrive on the high school

campus. Those elementary teachers have and will sit in on one-to-one sessions between the Elbow to Elbow trainers and junior high teachers as data is studied and strategies are mapped. In addition, professional development is being offered to elementary teachers through the Title I program.

After each session of professional development administrators receive a report from the trainers on their activities for the day. Review of those reports, along with observations, allows the principal to make additional PD decisions.

3. ***Describe the challenges and accomplishments in meeting your objectives in 2013-2014.***

North Pemiscot continued to implement changes during Year II. Challenges included staff changing their practices through introspection and data analysis. Staff continued working with the Elbow 2 Elbow job embedded professional development team. Year I was a year of understanding of why the need for change and how to accomplish that change. Year II was the implementation of processes that will carry through after the grant portion of school improvement is concluded.

The Data Room continued as a focus for teachers and a location for one to one professional development sessions. Data is used by all staff in various ways to reach improvement goals or to analyze current practices. The room continues to be a success.

Year I saw the North Pemiscot staff embrace the job embedded professional development. Year II continued that success. In fact, there was spirited debate about best practices and how to fully implement all or part in individual classrooms. Those debates indicate a gaining of confidence by staff members to recognize what works and what does not work.

Challenges still abound in attempting to change the culture of student and parent expectations. While the district expects academic rigor, that expectation is not always supported in the community. North Pemiscot High School is attempting to have students challenge themselves academically through an expansion of dual credit offering, ACT preparation opportunities, and advanced classes. Many students are reluctant to accept those challenges and parents balk at pushing students in that direction. However, we have seen some success and anticipate building on that success to reach as many students as possible.

The district now administers the COMPASS Assessment to all seniors and interested juniors. The exams are re-administered according to guidelines. These assessment are used to help improve instruction in areas of weaknesses. In addition, the assessments are utilized as college and career planning tools.

Section VII.B. - Year Two Timeline

1. ***Provide a LEA/District timeline that includes specific dates for implementation of all components of the selected intervention. 2. Provide a timeline that is reasonable, achievable, and reflects urgency; and 3. Provide a timeline that includes implementation and evaluation dates***

Professional Development		
Dates	Time	Description
August 12	Half Day	Literacy training for teachers.
August 13	2 hours	PLC directed PD

August 21	Throughout year	Job embedded professional development- 31 days
January TBD	½ Day- Early out	PLC Meeting for Data Review
February TBD	½ Day- Early out	PLC Activities
March TBD	½ Day- Early out	PLC Meeting

Additional Dates:

Beginning August 14: Principal walk-throughs, Credit Recovery

September 9: Extended Hours Begin

May 26: Summer School

Dates to be determined:

ACT Classes, Curriculum focused dates, teacher of the quarter reward day

Evaluation Dates: Professional Development evaluation is constant and ongoing. Each PLC meeting will evaluate professional development progress, needs, and agendas. In addition, Elbow to Elbow will provide written reports and have weekly administrative meetings about embedded professional development. Credit Recovery, as an academic item, is evaluated on a quarterly and semester basis. The Counselor, in conjunction with the teacher, will evaluate student progress toward meeting credit requirements each formal grading period. The teacher will monitor on a daily basis. The critical evaluation for Credit Recovery is reflected in the end of the year graduation rate.

The Data Dashboard and Monthly Progress Monitoring charts contain components for monitoring extended hours. Adjustments will be made as noted.

Section VII.C. - Discussion of school year 2014-2015.

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2014-2015 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

The North Pemiscot School District as well as the North Pemiscot High School embraced the opportunities afforded by the Missouri School Improvement Grant. The Board of Education receives monthly reports from the high school principal. The superintendent receives frequent updates. Athletic schedules, custodial schedules, maintenance schedules, and other activities are planned around MOSIG programs. The job embedded professional development has remained a constant and is part of the daily routine. The 100% graduation rate is attributed to programs started under MOSIG. Those programs will continue.

As North Pemiscot High School begins its final year under MOSIG, the district will continue to support those efforts. The district continues to build days into the calendar for professional development and PLCs. In addition, the district allows administrative time for the principal, and other staff, to attend MOSIG meetings.

The district continues to meet all the infrastructure needs in carrying out the grant requirements. Building, supplies, maintenance, etc. are scheduled around MOSIG. Moreover, the district continues to supply, at considerable expense, vehicles and fuel for the transportation of students involved in extended learning and summer school.

The district will begin a literacy project in support of MOSIG goals. The impact of literacy rates across the curriculum will be explored. The correlation between student reading

levels and student performance on classroom, module, state, and standardized assessments will be identified and analyzed. Said data will then be used to drive instruction in all content areas.

As this is the final year of financial support through the School Improvement Grant, the district is developing a plan to maintain programs started under the grant. The first step in the plan is to raise local taxes by 25 mills to generate revenue in support of increased learning time. Other expenses, such as parent and community meetings, data room, materials and supplies, will be absorbed into the district budget.

Section VII.D. Staffing Changes

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year one.

There are staffing changes made at the end of year II. A PE teacher resigned. The current social studies teacher will remain in the classroom part time and will also teach PE part time. The discussion with this teacher was one of "how, as a Physical Education teacher, can you help the school reach its literacy goals?" The teacher provided acceptable answers and the principal will monitor for implementation. An additional teacher was hired to teach part time social studies and to assume PE duties at the elementary school. In addition, the sixth through eighth grades science teacher resigned. She is being replaced by a new teacher.
The district did not hire anyone with SIG funds. That will remain the same for Year Three

Section VII.E. System of Staff Recognition

Describe how the LEA and building is implementing a system of reward for staff that are raising student achievement and remediation and consequences for staff that are not raising student achievement during the 2014-2015 school year.

North Pemiscot High School has nine subject area teachers. The staff also includes five part-time staff for counseling, library, art, band, and physical education. The subject area staff is rewarded in two ways. First, a teacher of the quarter is chosen. The selection is made by the high school principal based upon data collected from the Data Dashboard and the Mapping Chart for Instructional Support. The selected teacher is invited to accompany the superintendent when he takes the students that make all A's on their report cards on a day trip.

Second, staff members that show the biggest gains in student achievement data are recognized at the "MAP assembly" that takes place near the beginning of school. In addition, teachers are also recognized in the quarterly student recognition assemblies. Teachers receive award certificates that resemble the ones earned by students.

Section VII.F. Increase Learning Time

Describe how the LEA and building is increasing learning time in your SIG schools. Specifically address how learning time will be increased from the 2013-2014 school year.

During Pre-Implementation North Pemiscot High School added minutes to the school day. During Year I extended hours and summer school were added. In Year II, the number of partial days for professional development was reduced to increase instructional hours. In Year III, 2014-15, additional time will be added to the extended hours. Those additional hours will

focus on literacy and math. In addition, approximately six hours will be added to academic hours over the course of the school year.

Section VII.G. Teacher/Principal Evaluation System

Describe the process that the LEA is using to implement a new teacher/principal evaluation system that incorporates student achievement as a major component.

During Year I North Pemiscot High School explored options for an evaluation system that incorporates student achievement as a major component. It was decided to adopt a plan that would work district wide, not just at the high school. The Missouri Department of Elementary and Secondary Education developed a model of evaluation that was adopted by the State Board of Education in May 2013. At its core is the "goal of improving effective practice to create environments where students can accelerate learning and experience academic success." The collaborative nature of this tool, between teacher/principal/superintendent, makes student achievement a team approach. This is the model that North Pemiscot High School will formerly adopt for use in Year III.

Section VII.H. Family and Community Engagement

Describe the process that the LEA is using to engage families and the community.

Prior to YEAR II the North Pemiscot School District adopted a "School to Community" night. At this event, every employee of the district, as well as the school board members are gathered together on one campus. The event lasted two hours. The event was publicized on the radio, through the web site, and with flyers. The community was invited to the school. Sections were set up to display different programs, of which the Missouri School Improvement Grant was

a part. Information was disseminated to parents and other community members. The event is on the school calendar for Year III as well.

During each open house and parent teacher conference information was provided at a central location about the programs North Pemiscot High School offered, including those that are a part of the grant. The principal explained different parts of the program to parents. These events are on the school calendar provided to all students and offered at the School to Community event. In addition, the dates and invitations for open houses and parent teacher conferences are broadcast on local radio.

In Year I of the grant, the principal formed a parental committee to provide feedback and suggestions about the efforts of North Pemiscot High School. That committee was also involved in Year II. In Year III the parent and community committee will also look at the direction the high school will take at the conclusion of the grant period.