
CLARKSDALE MUNICIPAL SCHOOL DISTRICT
Kirkpatrick Elementary
Health & Wellness Magnet
Coming
2009-2010
Heidelberg Elementary
Math & Science Magnet
J.W. Stampley Elementary
Aerospace Education &
Environmental Studies Magnet
Myrtle Hall #4 Elementary
Language Immersion Magnet
Booker T. Washington Elementary
International Studies Magnet
George H. Oliver Elementary
Visual & Performing Arts Magnet
Offering Parents a CHOICE
LAMAR
49
The CROSSROADS

PRIORITY 1 (10 POINTS)– NEED FOR ASSISTANCE

a. The costs of fully implementing the magnet schools project as proposed

The cost to fully implement magnet schools exceeds the amount we are requesting in this grant. We project that full implementation of magnet schools will cost $4,967,876. Much has already been set in place to lay the groundwork for magnet schools. We have committed to transporting at district expense **all** students to any school the student chooses to ensure that full choice is *really* available. Many of our parents have no vehicles, so this is an important consideration in choice. Transportation comes at a cost of $521,678 (gas, drivers, maintenance), absorbed by CMSD as are the infrastructure costs at $1,109,477 for utility bills plus repairs. Through Title I, $663,388.21 in Professional Development (PD) has already been allocated, but to supply targeted, theme specific PD, we are asking for PD dollars at the cost of $472,694. This will ensure that our teachers are trained to provide high quality, rigorous instruction to our children.

b.The resources available to the applicant to carry out the project if funds under the program were not provided;

We have done a great deal to initiate the magnet school process. We committed district funds and $103,288 in Title I funding. A local collaborative known as the Delta Bridge Project pledged financial support for our district. We have resources available, but they are ever diminishing. In this grant application, Clarksdale Municipal School District is asking for less than $2 million dollars per year to implement magnet schools. The real cost per year is $4,349,269, uncertain and limited. Because the magnet program is unique and innovative, especially for our area, we also aggressively seek all funding opportunities from state and private foundation sources.

c. The extent to which the costs of the project exceed the applicant's resources

Each year districts in our state must wait for the legislature decide the levels of state funds available for the upcoming school year. The legislature often waits until late March or early April to determine the levels of school funding which puts schools in an awkward and uncontrollable situation. Several years ago the legislature passed the Mississippi Adequate Education Program (MAEP), a funding formula aimed at ensuring that school districts have what they need to operate. However as of today, it is anticipated that the MAEP program will be underfunded by $300 million dollars for fiscal year 2014. Our yearly operating budget is $31 million dollars. By law, to ensure we remain fiscally solvent, we are required to adopt a district policy stating the percentage of fund balance we will maintain. Our policy, as mandated by the state, is to maintain a fund balance equal to 7% of General Fund Revenues. This totals $1,926,421 for the 2012-2013 schoolyear. Our resources are limited by cuts in federal and state aid. Property taxes in this county do not make up for any shortfalls in other revenue. Our millage rate is 55 mills at $63,021 per mil and that brings in approximately $3,443,790. Much of our industry has dried up and left the City. Our population is in a steady decline. Not only does this affect our property values and taxes collected, but it also decreases our Average Daily Attendance (ADA) money received for each student, which is figured into our MAEP formula. PD funds through Title I have been cut by $146,117 and Title II PD has been cut by $58,720. We are expecting more severe cuts in the coming year. It is vital to the lifeblood of our city and school district that we create magnet schools to improve our educational quality and image so that we will attract industry and families to Clarksdale. We have resources to provide the basics. We have computer labs in each school for math and reading, but we don't have the money to buy specialized technology to fill a STEM Lab or buy robotics. We can partially stock a health and medical sciences lab with low cost items, but not wheelchairs, hospital beds, dummies, replicas

of skulls, ears, and a skeleton for children to learn deeply. We can have school plays, but to do a real production with a proper sound system, costumes, and scripts costs more money than we can garner on our own. If we want a full Visual & Performing Arts Program (VPA) we must invest in materials and infrastructure. If we are to provide the opportunity for our students to attend an International Baccaluarate Organization (IBO) Primary years Programme (PYP) or Middle Years Programme (MYP) school, ***all*** the teachers in that school need to be trained in IBO. We need to pay the fees for authorization and membership of IBO. Teachers must attend Magnet School of America (MSA) Conferences, and STEM conferences, and receive the best PD to ensure that our student receive not only remedial services, but also rigorous, state-of-the-art curriculum. Teachers must be trained in curriculum writing and design to become Trainers of Teachers. Because we live in an area of acute teacher shortage, we work closely with Teach for America, retaining many of these teachers in our district. We need extensive PD to grow our own teachers who have roots in our community and will be stay here for many years. Students should be able to attend theater productions at our two local universities. We can pay to bus them, but not to buy tickets. To be fully educated and to compete on a global level, our students need to experience the thrill of a professional performance. They need to be able to visit a real aquarium and watch in wonder as sharks and other large fish glide by and see schools of brightly colored fish in a realistic environment. They need to visit the zoo, not just in kindergarten or first grade, but as scientists studying the natural world as they matriculate through the grades. Our students are impoverished, not just through the financial hardships they endure, but because they have limited access to the rich, vital experiences that separate them from those students who have a rich experiential background.

d.The difficulty of effectively carrying out the approved plan and the project for which assistance is sought, including consideration of how the design of the magnet schools project

We looked at the general budget in the district. Without MSAP funds, we would not be able carry out the program. Title I has contributed about $2.5 million PD dollars to the magnet school concept over several years. We have already implemented some magnet school programs that do not cost a lot, but with STEM programs, we need labs and technology for the engineering and technology component. To create a scientific environment for our students we will install aquariums and aviaries in the schools and encourage our students to create and compete in robotics. VPA is an expensive program, with instruments, arts supplies, and costuming. Alone, we can buy crayons, but with MSAP money, our children can use water colors, acrylics, and pastels on the proper papers and canvases. Without funding, we can continue to implement theme-based schools. There is much that can be created with toilet paper rolls, tissue paper, and pipe cleaners. But with MSAP, we can create a Media Arts Room, a STEM and a Health lab. We can continue as we are, scratching for money to put a dance teacher here, a Spanish teacher there, an additional science teacher somewhere else. However, if we are to go forward with full magnet school implementation, with resources to support STEM, VPA, IBO/PYP & MYP, we need funds. We have carefully inventoried and maximized our resources. We are not asking for anything that is not required, reasonable, and necessary for the theme. We are asking for our children to have the same opportunities as other kids in more affluent areas.

PRIORITY 4 (10) POINTS – PROMOTING STEM

a. Providing students with increased access to rigorous and engaging coursework in STEM

Our design is to have two of our three elementary schools in this grant under the STEM umbrella, one focusing on Health and medical sciences and the other on STEM with an Arts

component. The third schools will be based on IBO (PYP/MYP) and contain elements of the STEM program. These three schools, plus other schools in the district, will feed into the Intermediate school, which will house STEM, VPA, Language Immersion, and International Studies Academies. Through the configuration and articulation of the STEM themes, students will have increased access to the components of STEM that are sometimes lacking in a traditional curriculum, particularly technology and engineering. Through STEM, students can engage in rigorous and engaging coursework, such as participating in robotics design and competition, study of live animals and work in virtual laboratories. Field experiences are vital to support in-classroom learning. We are in the midst of major reform. Mississippi has joined the PAARC Consortium in adoption of the Common Core State Standards (CCSS). These Standards demand a high level of connectivity between subjects, more thematic-based learning experiences, and a high proficiency in technology. It is no longer enough for our students to learn low level technology skills, such as keyboarding, or even how to put a Powerpoint together, they will need to know how to use virtual labs, create Prezis, use design programs, manipulate an Excel sheet and toggle between applications. The focus on engineering will require students to think creatively and fluidly, making the link between what is rout learning and how to apply that learning to creating something new. ***They need to learn to make sense of problems and persevere in solving them (Math CCSS 1,)*** Instead of seeing a picture of a wheelchair, Health and Medical Sciences students will be given a surplus wheelchair to tear apart to see how it works, which is really engaging for k- 8 students, enabling them to ***reason abstractly and quantitatively (Math CCSS2)*** from an engineering/design perspective. VPA students will not only perform plays, participate in strings, The Blues Initiative, and chorus, but they will understand how to mix the sounds, record music, and utilize all the technology surrounding VPA

by ***attending to precision (CCSS7)*** and ***reasoning deductively (CCSS8).*** Our students will learn to apply technology to their everyday learning experiences. When we look at what most states have in regards to technology, we know that we are behind. With these funds, we will be able to pilot one-to-one iPads at our target schools. There is no reason why students in the CMSD System cannot work to the highest technology standards. In the elementary STEM schools, we will set up Exploratoriums. At Heidelberg, the STEM lab will have hands-on engineering. We will design a space where students could learn the basis of engineering, gears and incline planes, electronics and the thus the elements of design, such as a building a better lightbulb. Kirkpatrick will have a Health lab, where engineering will be explored through questions in the medical and health fields. Teacher and students will pose questions. One question they could ask, "Could you design a better toothbrush and could you make one?" Many items from the Health perspective are engineering – a Toothbrush is an engineering problem, as is a heart valve, a knee replacement, or a pair of glasses.

b. Increasing opportunities high quality preparation for teachers…

We budgeted very carefully for high quality preparation for our teachers to learn to incorporate their themes. At Heidelberg, we plan to send 5 teachers each year to attend the STEM Forum and Expo Conference sponsored by National Science Teachers Association (NSTA), 10 teachers to attend MSA conferences and workshops each year, and money is set aside for teachers to visit other schools and attend trainings. Fifteen teachers will be sent at various times and in various configures, to other sites. At Booker T. Washington, training in IBO is the largest consideration in their budget. It is key to success and authorization. Therefore, 23 instructional staff will take one IBO training trip each year for two years. The principal and site coordinators will attend the third year for level 3 training. Four staff members each year will attend MSA Conferences or

Workshops. At Kirkpatrick, 13 teachers will visit other similarly themed schools over the 3 years of the grant and 5 staff members a year will attend MSA Conferences and Workshops. For Oakhurst Intermediate Academy, 8 staff members will attend IBO Training, plus an extra year for level 3 training for 3 administrators, 5 teachers will attend NSTA STEM trainings each year, 10 staff members will attend MSA conferences and workshops, 15 teachers will visit other schools with their Academy's theme, and money is set aside for workshops and conferences that relate to special events, such as training prior to student field trip to Georgia Aquarium.

Locally, the regional GLOBE Trainer, Dr. Debby Chessin, has committed to working with our teachers and training them. NASA has free training and lesson plans for teachers and teachers and students can interact with NASA real-time through two way television and SKYPE. The University of Mississippi offers summer PD that trains teachers in how to use inquiry based mathematics to enable children to gain a deep understanding of mathematics. The Levee Board offers a month-long workshop close to Clarksdale. There is an abundance of workshops available that are suitable and engaging for teachers. The challenge for our district is having the means to pay stipends for teachers to attend training during their off-contract days. By sending groups of teachers from different fields as a team to learn how to integrate their different specialties into one seamless unit, our teachers will become engaged and understand that all areas of study are inter-related. The whole faculty needs to be trained to enable them to see how it all works together. Then, they will be teaching STEM, Magnet Schools, and CCSS – it all ties together.

(a) PLAN OF OPERATION

(ii) (5 points) The effectiveness of its management plan to ensure proper and efficient administration of the project

The (CMSD) made the decision to apply for MSAP fundingfor 2013 after the launching of pilot magnet programs in its six elementary schools and two middle schools in 2010. After closely studying the successes and challenges of the implementation process over three years, CMSD is ready to define areas that need bolstering and the areas that need improvement order to meet the needs of our largely minority student body. Within our district, we have had areas of great success, but academic gaps still exist between our ethnic, racial, and social- economic groups, our district and the state as a whole, and with the nation. After a thorough review of the data, meetings with parent and community groups, and our Board of Trustees, a complete restructuring of our school system was recommended with magnet school implementation playing a vital role. Magnets will be created to meet students' and our desire to reduce minority group isolation. Input from local industry; factories, farm, and professional groups, has turned our focus more to science, engineering, technology, and mathematics to enable our students to be college and workforce ready. International Studies as a precursor to IBO(PYP/MYP) certification is important to build flexible thinkers to compete within a global society.

This section of the CMSD Proposal will demonstrate how the outcomes of these three year's pilots have determined the selection of schools and themes and instructional models, as well as the anticipated outcome objectives, detailed herein. Structural aspects of this management plan intended to ensure proper and effective implementation of magnet-schoolactivities and services, include the following; ►School-and district-level academic achievement data for the past four years ►Identification of school sites suitable to restructuring both in physical plant and capacity of the administration and staff at each site to implement a successful magnet program ►Input from community stakeholders relevant to restructuring, site & theme selection.

Once the restructuring plan was adopted and the magnet school plan formalized, the district recognized that, to be successful, a project of this scope requires a well-defined and effective administrative infrastructure, during both its planning and its implementation phases. The Leadership Team therefore placed the project within district's organizational structure, delineated staff responsibilities, and named a **Project Director, Dr. Beverly-Divers-White** who has had a long association with this district, to work with principals of the sites slated for restructuring and magnet school conversion as they developed their detailed program designs. Dr. Divers-White was also charged with the responsibility of leading development of a detailed plan for management of the project. Assisting Dr. White will be **Justin Zamn**, as **Magnet School Coordinator/Curriculum Specialist**. His duties will include working directly with teachers and principals across the district to ensure smooth theme implementation. **Dr. Irving Phillips** has been chosen to be the **Outside Evaluator.** He will visit the district four times each year, meeting with Dr. White, collecting data, reviewing the MSAP, GPRA and Project objectives, their level of their implementation, and student achievement in regard to them.

Management plan: roles and responsibilities. Under the leadership and direction of **Dennis Dupree, Superintendent of Schools**, the Clarksdale Municipal School District has vested responsibility for development, implementation, monitoring, and evaluation of all instructional and educational-support services to **Dr. Dorothy Prestwich**, **Assistant Superintendent, Curriculum & Instruction.** Specifically, Dr. Prestwich's responsibilities include the following, all of which are relevant in various ways to the activities and services envisioned for this project:►Collaboration with **Curriculum Directors**, **Toya Matthews** (Elementary) and **Linda Downing** (Secondary) for Curriculum development, alignment of the resulting curriculum products with current State and CCSS, and effective instructional implementation ►Selection of

instructional materials & technology to support instruction ►Collaboration with the Director of Special Services, Gina Foster ►Evaluation of instructional effectiveness and program-improvement initiatives ►Oversight of district desegregation initiatives ►Coordination of federal programs with Federal Programs Director, Pearline Newell ►Student assignment and lottery management. ►She will also work with her District-level colleagues responsible for the Human Resources, Student Services, and Business Divisions to ensure that key personnel in those divisions are aware of program requirements that may affect their areas of responsibility.

The **Project Director,** will report to Assistant Superintendent Prestwich. Under Dr. Prestwich's general direction, Dr. Divers-White will be responsible for central coordination of planning and implementation of project activities and services at the operational level. The following will be among her responsibilities: ►securing of highly qualified personnel to carry out project activities, ►Orientation of project staff to their duties and monitoring of their performance, ►Designing and implementing a central-staff-training plan, ►Supervising of the marketing and curriculum-development activities of the central magnet-support team, ►Scheduling/chairing of monthly meetings with Magnet Principals and Site Resource Teachers, ►Coordinating with principals to assure appropriate and timely implementation of project activities and services, ►Approving purchase orders for all items included in the project's budget, ►Monitoring the compositions of enrollments at MSAP-funded magnet schools, ►Formation/orientation of a district-level Parent/Community Advisory Committee ►Leadership for collaborations with postsecondary institutions and private-sector organizations in matters integral to the project design ►Designing, implementing, and operating parent-involvement component ►Managing the project budget and maintenance of appropriate financial records ►Liaison with the External Evaluator and oversight of the collection of demographic, enrollment, and outcome data relevant

to project objectives carried out by existing district departments ►Facilitating quarterly formative-evaluation sessions with site and central staff ►Responding to parent and community requests for information about magnet schools ►Reporting to Assistant Superintendent Prestwich on implementation as needed ►Preparing reports to the governing board on the status of the MSAP project ►Qualitative Data Collection ►Developing performance reports required by the U.S. Department of Education ►As the Superintendent's designee, Dr. Divers-White will act as the official District-level liaison with the US Department of Education for this project.

Assisting the **Project Director** will be a **Marketing Specialist**, who will provide hands-on leadership for all marketing and recruitment activities. Specific responsibilities of this key staff member will include the following: ►Marketing research to define the appeal of each magnet school for guidance in marketing and recruitment ►Designing and maintaining of the project web page and Facebook or other social media sites as indicated. ►Technical assistance to magnet schools setting up their own web pages ►Implementing of all district-level marketing and recruitment activities as detailed in the marketing plan ►Training of Site-Based Recruitment Teams for the transition in 2015 to local funding ►Developing and production of print and multimedia products for MSAP marketing ►Supervising any outside contractors producing marketing materials ►Assessing effectiveness of marketing in reaching traditionally underrepresented groups and development of strategies to address any bias in marketing efforts ►Monitoring of all site/district marketing materials to assure cultural appropriateness ►Responding to questions about magnet-school offerings and application procedures ►Assisting with application/selection procedures as assigned by the Project Director ►Training of parent and student volunteers who will assist with recruitment ►Publicizing notable accomplishments of magnet-school students ►Liaison with local and regional media to

encourage frequent and positive coverage of magnet schools. The other member of the district-level support team will be **Magnet School Coordinator/ Curriculum Specialist, Mr. Justin Zamn,** who will provide technical assistance to the staffs of the new magnet schools as they develop their thematic curricula in the detail required to serve as actual teaching road maps—including standards alignment, sequencing and articulation of units and lessons, choice of coordinated instructional materials, and a clear match between instructional methods and content. The responsibilities of the Magnet School Coordinator/Curriculum Specialist will include the following: ►Researching curricular models successfully implemented elsewhere with the potential to address instructional issues raised by grade-level/departmental groups at magnet-school sites ►PD for curriculum-authoring committees on the structuring and use of thematic curricula ►Resource to site-level curriculum groups during the standards-alignment process ►PD in the analysis of detailed achievement data to identify apparent strengths and weaknesses in thematic lessons/units developed by site committees that need to be addressed ►Resource to magnet-school as staffs pilot site-generated thematic lessons and units under actual classroom conditions ►PD for task forces developing informal theme-specific assessments to monitor effectiveness of curriculum and instruction at the classroom level ►Resource in locating instructional materials & equipment to address unmet needs ►Overall management of magnet-school students' participation in regional, state, and national competitions related to the thematic curricula of the various sites ►Coaching in the implementation of standards based curriculum related to theme standards and modeling lessons ►Editing of final curriculum drafts, publication, and distribution

Magnet-School Principals will assume general responsibility for planning and implementation of thematic curricula by instructional staff at their sites and for advocating for magnet-school

instruction and services within the district organization, with parents and potential applicants, and with members of the general public. Among their specific responsibilities will be the following: ►Supervising and evaluating of the work of site-level **Resource Teachers** ►Scheduling of site-level magnet-school activities ►Facilitating of access to appropriate support services for students and parents ►Assuring of alignment of MSAP procedures/services with CCSS requirements ►Oversight of site-level curriculum development and implementation ►Managing site-based recruitment efforts ►Planning/implementation of new-student and parent-orientation activities ►Interpreting magnet-school purposes/programs for parents and the community ►Developing of a transition plan for continuation of magnet-school instruction and services at the close of the federally funded phase of the project.

PD and design of thematic curriculum specific to each site will obviously be major components of the capacity-building aspect of this project. For that reason, under the supervision of the Principal, a **Resource Teacher** at each site will be responsible for organizing the day-to-day activities needed to implement the staff-training and curriculum-development plans, as well as for organizing site-based recruitment activities and providing leadership for the design of needs-based supplementary services for students and their families. The following are examples of the duties that will be assumed by **Resource Teachers**: ►Organize curriculum-writing teams and monitor their progress ►Technical assistance to curriculum-writing teams in areas in which they possess content expertise ►Integrate themes with district standards ►Facilitate in-classroom pilots and revision of curriculum drafts as needed ►Research current trends in thematic instruction specific to site needs ►Implement site-developed PD plans ►Monitor instructional delivery of thematic curricula ►Identify appropriate equipment and materials still needed to implement site-generated curricula ►Maintain an inventory of the MSAP-funded equipment and

materials ►Budget, purchase & coordination of allocation/shared use of theme-specific equipment and materials ►Teach demonstration lessons in areas in which qualified by training and experience ►Arrange technical assistance for teachers implementing new curricula ►Implement site-level support services to assist all students to meet State content and performance standards ►Encourage and monitor cross-curricular integration at all grade levels ►Design and implement site-level parent-participation components ►Coordinate development of content-specific embedded assessments ►Interpret magnet goals/methods for parents and other interested persons ►Organize "catch-up" assistance for students who have been absent ►Leadership of development of theme-specific after-school activities, if applicable ►Coordinate site-based marketing and recruitment efforts ►Liaison with community collaborators in matters related to sites' thematic curricula.

The staff at each magnet school will select members for a **Faculty Magnet Committee,** led by the district resource teacher, which will play a key role in fine-tuning program activities (within the framework of MSAP purposes and each magnet school's program design). Each site will establish the exact formula for committee representation. The following will be among the responsibilities of Faculty Magnet Committees:►Periodic review of classroom-level effectiveness of thematic curricula ►Monitor students' levels of engagement & offer suggestions as to how to increase this ►Schedule the use of shared facilities, equipment, and materials ►Allocate supplies needed to support thematic-curricula implementation in classrooms ►Share practitioners' perspectives on ways to enhance student achievement ►In-classroom piloting and evaluation of instructional materials and equipment ►Periodic review of time allocations for and scheduling of instructional activities ►Formulate rules for student conduct in the use of MSAP equipment/supplies ►Recommend assessment methods suited to

their site's theme ▶Identify site staff's unmet professional-development needs. Each site will also seek parent input through established **Site Councils.** The membership will be representative of both neighborhood and non-attendance-area parents and various racial/ethnic, primary-language, and other special-needs groups found within the respective schools' student populations. The following will be among the responsibilities of **Site Councils:** ▶Share perceptions of the quality/uniqueness of magnet-school instruction ▶Feedback about the convenience and practicality of program logistics for families ▶Input as to the reasonableness and appropriateness of homework assignments ▶Assistance with gathering timely input from other parents on key issues ▶Recruitment of parents willing to share their special skills with class groups ▶Plan events to encourage interaction among parents of diverse backgrounds

(i) (5 points) The effectiveness of its plan to attain specific outcomes that

Accomplish the purposes of the program - The purposes of the program are grouped by statutory purpose and are listed with measurable and quantifiable objectives in the chart below.

Objective	**Timeline**
Objective 1: Promotion of diversity in enrollments	
Heidelberg Elementary School: From a projected minority enrollment for 2013-2014 of 89% to 85 %	Oct '13
From a projected minority enrollment for 2014-2015 of 85% to 82 % From a projected minority enrollment for 2015-2016 of 82% to 78%	Oct '14 Oct '15
Kirkpatrick Elementary School: From a projected minority enrollment for 2013-2014 of 93% to 89% From a projected minority enrollment for 2014-2015 of 89% to 86%	Oct '13 Oct '14

From a projected minority enrollment for 2015-2016 of 86% to 83%	Oct '15
Booker T. Washington Elementary School:	
From a projected minority enrollment for 2013-2014 of 99% to 97%	Oct '13
From a projected minority enrollment for 2014-2015 of 97% to 95%	Oct '14
From a projected minority enrollment for 2015-2016 of 95% to 93%	Oct '15
George H. Oliver Intermediate School:	
From a projected minority enrollment for 2013-14 of 99.98% to 97.98%	Oct '13
From a projected minority enrollment for 2014-15 of 92.75% to 90.75%	Oct '14
From a projected minority enrollment for 2015-2016 of 88.5% to 86.73%	Oct '15
All schools converted to magnet formats:	
Generation of applicant pools capable of reducing minority enrollment by the percentages shown in the per school objectives grouped under goal 1	Oct '15
Objective 2: Enabling systemic reform	
Alignment of all magnet-school curricula with CCSS	June '14
Each school will implement at least three systemic reforms, at least one will be Math, one will be English Language Arts, and one will be Theme Related	Oct '13
Objective 3: Innovative practices that promote diversity	
Project based learning in the context of STEM	
Development of thematic curriculum to accommodate diverse learning styles	Continuous
Inclusion of multicultural topics as appropriate in all magnet-school curricula	Continuous
Objective 4: Strengthening knowledge of academic subjects	
All magnet schools to meet whole-school Annual Measurable Objectives (AMO)	June 2014

criteria	
All magnet schools to meet AMO criteria for racial/ethnic subgroups	June 2014
Magnet schools to meet State and federal Academic Performance Index targets	June 2014
Objective 5: Attainment of technological and vocational skills	
90% of students to display grade-appropriate proficiency in technology use	June 2014
Objective 5: Capacity building	
90% of teachers at MSAP-funded magnet-schools to have completed their instructional design's professional-development program	June 2014

(B) Attainable within the project period - The outcomes of the project are attainable within the project period according to the following Management Plan. Because of the complexities of the administration of an MSAP project of this magnitude, the various management tasks required have been divided into separate time lines based on who will be primarily responsible for carrying them out and when the activities will take place. The six function-specific timelines that are provided below address (1) preliminary activities that must be completed before the project enters its implementation stage, (2) initial-implementation activities that must be carried out during start-up, (3) curriculum development, (4) cyclical management tasks common to the entire project that must be completed at about the same times in each project year, (5) marketing and recruitment, and (6) evaluation. This division will make the various timelines practical working documents for the use of relevant magnet-school staff as implementation proceeds.

Time Line for Initial-Implementation Activities

Initial Implementation Activities	Person Responsible	Timeline
Form District/Site	Project Director	June/July 2013

Implementation Magnet Leadership Teams	Resource Teachers	
Design and produce preliminary marketing materials	Marketing Specialist	June/August 2013
Conduct expedited recruitment; process applications	Marketing Specialist Principals, Resource Teachers	June/September 2013
Recruit and orient any additional project staff needed	Project Director Personnel Director	June/August 2013 and thereafter each year by March
Send welcoming letters to new magnet-school students	Marketing Specialist	By June 1st of each year 1st Year throughout June/August
Hold initial parent-orientation meetings	Project Director Principals, Resource Teachers	August of each year
Orient magnet staff to their duties and procedures	Project Director, Principals	Special Summer Meetings each year – July
Inspect facilities to verify readiness for school opening	Maintenance, Project Manager	July of each year
Process purchase orders; inventory items received	Project Director Business Office	On-going, as needed
Install equipment as it arrives	Maintenance	On-going, as needed
Select outside providers and	Project Director	June/July of each year and as

prepare necessary contracts		needed
Conduct initial professional development	Project Director, Resource Teachers	July, 2013
Orient Magnet Leadership Teams as to their roles	Project Director Principals	July, 2013
Open new magnet schools	Principals	August, 2013

Many management tasks occur cyclically at predictable times during each school year. The table below shows the approximate schedule for the completion of such tasks during each budget year.

Cyclical (Annual) Activities in CMSD Magnet Schools, 2013-16

Activity	***Person Responsible***	***Completion Date***
Summer professional and curriculum development	*Project Director Site Coordinators*	*June & July each year*
Scheduling of professional development for the year	*Project Director Site Coordinators*	*June of the first year, April for subsequent years*
Processing of requisitions against this year's budget	*Project Director Principals*	*May through July each year*
Analysis of recruitment results to guide future efforts	*Project Director Human Resources*	*August of each year*
School-opening Steering Committee meetings	*Project Director, Resource Teacher, Principals*	*August of each year*
Recruitment and orientation of paraprofessionals	*Human Resources, Principals*	*May through August of each year*
Analysis of outcomes of	*District Curriculum Team,*	*June and July at Central*

previous year's State testing	*Principals, Resource Teacher, School staffs*	*Office level, and principals August for School Staffs*
Organization of school-year curriculum development	*District Curriculum Team, Project Director, Resource Teachers*	*June through August of each year*
Recruitment/orientation of parent volunteers	*Project Director, Resource Teachers*	*August of each year and on-going*
Scheduling of curriculum development for the year	*Project Director Site Coordinators*	*August of each year*
Establishment or review of data collection procedures	*Project Director Evaluator*	*September of each year*
Follow-up on late-arriving supplies/equipment	*Project Director, Faculty Magnet Committee*	*September of each year*
Subject-specific workshops	*Magnet Teachers*	*October of each year*
First formative-evaluation	*Project Director/Evaluator*	*October 2013*
Review samples of student work to assess progress	*Site Coordinators Magnet Teachers*	*October 2013, 2014, 2015 January, 2014, 2015, 2016 March, 2014, 2015, 2016*
Classroom piloting of curriculum developed to date	*Site Coordinators Magnet Teachers*	*October 2013*
Planning of annual recruitment campaign	*Marketing Specialist*	*October of each year*
Production of marketing	*Marketing Specialist*	*November of each year*

recruitment materials		
Progress report to the Assistant Superintendent	*Project Director*	*November, February, and April of each year*
Opening of annual recruitment campaign	*Marketing Specialist*	*November of each year*
Open houses for prospective applicants/families	*Site Coordinators*	*January 2014, 2015, 2016*
Analysis of results of fall curriculum piloting; revisions	*Site Coordinators Specialist Teachers*	*January, 2014*
Progress report to the governing board	*Project Director*	*January 2014, 2015, 2016*
Review of the budget; feedback to the sites	*Project Director*	*January 2014, 2015, 2016*
Orientation of any new students and parents	*Principals Resource Teachers*	*February 2014, 2105, 2015*
Piloting of additional curricular units developed	*Resource Teachers*	*February 2014*
Second formative-evaluation	*Project Director / Evaluator*	*February, 2014*
Forecast of personnel needs	*Project Director /Principals*	*March 2014, 2015, 2016*
Teacher input as to need for additional materials	*Site Coordinators*	*March 2014, 2015, 2016*
Final requisitions for the budgetary due from schools	*Site Coordinators*	*March 2014, 2015, 2016*

Facilities inspection to identify maintenance needs	*Principals* *Maintenance*	*April 2014, 2015, 2016*
Identification of equipment needing summer repairs	*Resource Teachers* *Principals*	*April 2014, 2015, 2016*
Identification of any needed budget modifications	*Project Director* *Resource Teachers*	*April 2014, 2015, 2016*
Preparation of required Annual Performance Report	*Project Director*	*May 2014, 2015, 2016*
State achievement testing	*Site staffs*	*May 2014, 2015, 2016*
Annual survey of parents, teachers, and students	*Project Director* *Evaluator*	*May 2014, 2015, 2016*
Review of causes of student attrition during the year	*Project Director* *Principals*	*June 2014, 2015, 2016*
Modification of scheduling for coming year, if needed	*Project Director* *Site Coordinators*	*June 2014, 2015, 2016*
Summer professional development as scheduled	*Project Director* *Site Coordinators*	*June 2014, 2015, 2016*
Special learning opportunities for magnet students	*School staffs*	*June 2014, 2015, 2016*

Management plan: timelines. Some magnet-school functions are ongoing and therefore do not lend themselves to placement at fixed points on timelines. In general, the **Project Director** and the **Resource Teachers** will be responsible for oversight of the activities in the display below: **As can be seen in the chart, project objectives will be completed in the timeline.**

Management Time Line: Ongoing Activities and Services

Activity	***Person Responsible***	***Completion***
Year-Round promotional Activities	Project Director, Marketing Specialist	Monitored once a month
Monitoring of program operation	Assistant Superintendent, Project Director	On-going
In-classroom assessments	Principal & Teachers	On-going, at least weekly
Qualitative Data Collection	Project Director, Faculty Management Committee, Site Councils	Repeated Monthly
Curriculum Development	District Curriculum Team, Project Director, Curriculum Specialist, Resource Teachers	June – August of each year, then on-going throughout the year to meet specific needs
Academic Support Services	Special Services, Resource Teachers	On-going
Professional Development	Outside providers obtained through Project Director, Curriculum Specialist, Resource Teachers, Faculty Magnet Committees	Summer before each school term, embedded throughout the year, Professional Development days 4 x yearly
Parent-participation component	Project Director, principals, resource teachers	Monthly

Advisory-committee activities	Project Director, Site Councils	Monthly
Reporting to Stakeholders	Project Director	Monthly
Liaison with feeder schools	Project Director	Twice yearly
Liaison with collaborating agencies	Project Director	On-going
Management of project budget	Project Director	On-going
Maintenance of equipment	Maintenance Department	On-going
Identification of unmet needs	Curriculum Specialist, Faculty Management Committee	On-going
Coordination of volunteers	Project Director, Site Councils	On-going

(C) Are measurable and quantifiable

Project objectives. The project objectives shown below correspond to the US Department of Education's measurement indicators for MSAP. Objectives are also grouped by the statutory purpose to which each responds. Annual benchmarks of satisfactory progress, as well as summative are also included.**("Projected" enrollments assume magnet schools implemented.)**

Project Objectives

Identification of feeder schools. Feeder Schools in our area consist of three private elementary schools within the City and one in another county that attracts a large number of Clarksdale students as well as each of our elementary schools, where full choice of schools is offered to all students. Of the three private schools, one continues through 12th grade, as does the school in an adjacent county. Several families home-school their children. These families must register with the Youth Court Attendance Officer. Registering across district lines is prohibited by state law, Students in private Feeder Schools as well as Home-Schooled students are predominately White.

We also wish to recruit across the district as there are social and economic differences between our schools with middle class Black families tending to choose schools in more affluent areas.

The schools in the display on the next page have been designated by this project as feeder schools on the basis of their having minority enrollments as of October 2012 that were lower than the district average for schools serving the same grade configurations. Project marketing will target these attendance areas particularly intensively.

Designated Schools for Targeted Marketing

Elementary	***Presbyterian Day School, St. Elizabeth Catholic School, Lee Academy, and Delta Academy*** ***Home-Schooled students*** ***Myrtle Hall 4 and J.W. Stampley (CMSD Schools)***
Middle School	***Lee Academy & Delta Academy*** ***Home-Schooled students***

As part of our initiative towards excellence in education, we are currently in the process of implementing Pre-K at all our elementary schools, utilizing Federal and other funding sources. We propose two STEM related magnet elementary schools under one STEM umbrella. The current pilot math & science elementary school would expand course offering to include Visual & Performing Arts (VPA), thus creating a STEAM theme based school, where the focus would be on the integration of the Arts and STEM. Due to its location and ease of access by parents, we anticipate a decrease in minority group isolation and an increase in student achievement. The second school under the STEM umbrella is our pilot Health & Medical Sciences theme-based elementary school. This school has made steady increases in achievement over the last several years and stands poised, with the proper resources, to make substantial gains in student academic

achievement and decrease in minority group isolation. The focus has been on health related issues and the medical careers built to service them. The change in focus will be on integrating the technology related to health and fitness, as well as the engineering component of health, such as prosthesis for amputees. Math and science have always been an important of Health & Medical Sciences. Health would also be addressed through an on-site garden, walking trails, and in-situ play equipment. The third elementary school in this project is Washington. This school has elected to become an International Studies school, promoting a rigorous curriculum that features inquiry learning and a global perspective. It will pursue PYP authorization. Students moving from the five elementary schools would meet in the Intermediate school. Intermediate schools will incorporate the magnet themes by creating Academies within a school with teachers who will focus on one theme and a limited number of students. With reconfiguration, the total number of teachers will remain essentially the same, but the configuration of students will change. In this way, smaller learning communities will be created and being housed under one roof, will allow students to have the option of exploring subject area in other themes as permitted by the scheduling. Some classes will be offered school wide.

In addition to parents' preferences and the enrollment profiles of sites slated for magnet-school conversion, another factor considered in placing themes was the presence at the respective sites of already established instructional programs upon which the new magnet schools might build. Also considered were specialized training and experience that staff already at prospective magnet-school sites could contribute to program development and implementation. The table below demonstrates the appropriateness of theme choices and the reasons why planning committees believe that these options will prove attractive to potential applicants:

Reasons to Believe that Chosen Themes will Result in Successful Implementation

Schools	***Factors Affecting Choice***
Booker T. Washington	*Washington is currently piloting an International Studies theme and has been in correspondence with IBO regarding full authorization. Currently, they do not have the funds to send all their teachers for PD. High quality PD will be key to this schools success and all staff members will participate. This school has been chronically underperforming for years, but in recent years, under new leadership, achievement has slowly risen. This school is 99% Minority and 98% free and reduced lunch. As the school's achievement levels rise, so, too, does interest in different social & economical classes in enrolling in the school. Several teachers have transferred their children to the school from the private school. The theme is cross curricular and inquiry based, providing a basis for differentiated instruction which is vital for all students, but particularly those who have difficulty learning or who experience learning or other disabilities.*
Heidelberg	*Heidelberg is located in a area of non-minority families, most of whom send their children to private school. Heidelberg is a High Functioning School and in the past attracted mostly non-minority students. We feel that with the high achievement ranking, STEAM curriculum, and the promise of a rigorous and engaging curriculum, neighborhood children will be attracted back into the school. Several non-minority families already attend Heidelberg. Students with disabilities will be actively recruited.*
Kirkpatrick	*Like, Heidelberg, achieving diversity within the school is largely an issue of non-minority families sending their child to private school.. Kirkpatrick is in close proximity to one private school. Health & Medical Sciences is a theme that*

	can be expanded to include the technology related to health and medical sciences, as well as the engineering component. The strong agricultural industry can work with the school to promote school gardens and GPS technology usage to promote college and career readiness. Our local community college is expanding its medical sciences offerings and is a natural conduit for students who form an interest in the medical or health sciences fields.
Oakhurst Intermediate Academy	*Students within the Intermediate School will be able to choose from four themes within the Pod configuration. Many parents who automatically elect to send their children to private school may opt for the more intimate structure in which no more than 60 children will be shepherded through the day and year by a pod of teachers. This "safe" environment will be more attractive to girls from all races and will provide a nurturing environment for children with disabilities, allowing them explore their strengths and flourish in a way that is more difficult in a larger, more impersonal environment. Emphasis on the theme and offerings not available at the private schools will make this an attractive alternative.*

Although Heidelberg increased its academic performance and met state and federal growth, this is not true for other schools targeted for full magnet conversion. All the elementary schools increased in achievement, but Kirkpatrick and Washington failed to meet Annual Yearly Progress (AYP) under the Federal Accountability Measure. Each school, however, is classified as "On Target" under the new federal model and met federal Annual Measurable Objectives (AMOs). The 6th grade students at both middle schools declined in achievement from previous years and failed to meet either state or federal growth. It goes without saying that one of the central missions of the magnet schools of this project will be to use thematic magnet-school

instruction to improve academic instruction. This will be an especially pressing priority at the project's three Improvement schools: Kirkpatrick Elementary, Washington, and Oakhurst The planning committee made a detailed study of trends from 2009 to 2012 in language arts and mathematics performance of students at the schools that are currently slated for magnet conversion to identify instructional areas that should receive special emphasis. It is apparent that despite the challenges of poverty, leadership is the prime factor in school success. Magnet schools at their best attract very diverse applicant pools, assuring that students who enroll in them are able to pursue appealing studies in desegregated environments. Our local area is desegregated in the work and business environment, however, schools and churches remain fiercely segregated, with White students attending private schools and Black students attending public schools. Through their emphasis on academic excellence and the strategies teachers use to encourage it, magnet schools address two factors integral to the purposes of CCSS: ►Reorganized/upgraded instruction at schools identified for program improvement ►Expansion of academically challenging choices

Active participation of students in learning activities is a hallmark of the magnet-school model and is the prevailing instructional methodology of this project. Hands-on learning and cross-curricular lessons with the infusion of technology, are a requirement of CCSS. Active teaching strategies and technology are interwoven in all four schools' curricular designs. Three elementary schools are included in this application and one intermediate school. The concept of Academies in the intermediate school will create schools within a school, small learning communities where teachers will work as a cohesive unit to meet the needs of a small number of students. Specialists in the themes will work not only with the students and teachers in their specific Academy, but also with students who choose an elective from their theme.

(D) Can be used to determine the project's progress in meeting its intended outcomes Data and decisions leading to the formulation of the above project objectives.

When planning this multi-year project, CMSD asked the question, "What quantifiable measures will be used to determine our progress?" We decided that we will examine enrollment data, formative and summative evaluation data, lesson plans, and conduct walk-throughs of the schools. Findings will be published in the Superintendent's Newsletter and on the website.

(iii)(2 Points) The effectiveness of its plan for utilizing its resources and personnel to achieve the objectives of the project, including how well it utilizes key personnel to complete tasks and achieve the objectives of the project.

Although the Project Director, Dr. Divers-White, will bear direct responsibility for coordinating all aspects of the implementation of this project, existing district departments will also support program implementation in ways relevant to their normal organizational responsibilities. For Example; the Personnel Department, along with principals, will manage the selection process for magnet schools. The Director will publicize widely for highly qualified individuals with unique combinations of academic preparation, instructional skills, and experience. One enticement will be the high quality PD offered, particularly in STEM. We work closely with Teach for America to obtain teachers in hard to fill areas. Business Services will also provide support to the schools of this project in matters that lie within the department's normal areas of responsibility.

Support Services to be Provided by Business Services

Unit	***Nature of Support for this Project***
Support Services	*Identification of modifications needed to accommodate MSAP equipment*
Maintenance	*Installation of equipment in compliance with local building codes*

	Maintenance of equipment after warranties expire
Purchasing	*Negotiations to obtain the lowest possible prices from vendors* *Finding replacements for items no longer available when due for purchase* *Research to find products to meet special magnet-school needs* *Preparation of competitive bids for purchases of equipment and supplies* *Verification that arriving equipment is in satisfactory condition* *Timely delivery of equipment/supplies to the requesting magnet schools*
Finance	*Prompt input of project funds into the district's budgetary system* *Posting of MSAP charges in compliance with federal regulations* *Completion of required financial reports* *Identification of funds for post-federal-funding magnet-school operation*

(iv) (3 points) How it will ensure equal access and treatment for eligible project participants who have been traditionally underrepresented in courses or activities offered as part of the magnet school, eg women and girls in mathematics, science, or technology courses, and disabled students

CMSD has, through the school choice already offered, committed to offering students with disabilities full choice in where they attend school, based upon their interest rather than their disability. By the nature of the magnet school themes, all students will have more access to activities such as Robotics, Engineering, VPA, or high quality Inquiry Learning. Students identified as having disabilities will be provided with differentiated instruction (DI) designed to help them achieve at the same level as peers without disabilities. The combining of themes, such as VPA into the STEM school, will entice those students, such as girls, or their female teachers, to engage in STEM where they are traditionally unrepresented. While encouraging students to

apply where their interests lay, rather than by gender, it is also incumbent upon us to foster interests in areas students may not know they have. By combining the Health & Medical component with engineering instruction, girls who aspire to be nurses may instead become bio-medical engineers. The hands-on approach will encourage more DI and a higher interest level, thus encouraging students with learning disabilities to participate and achieve with their non-disabled peers. International Studies is inquiry-based, driven by thematic units. It fosters small group, cooperative learning, encouraging a high level of rigor while allowing for the DI necessary to make the learning assessable to all students. Hands-on, multisensory learning experiences encompass multiple intelligences.

Our research shows that our students experience a dip in achievement at the 6th grade level, when they move from the more restrictive environment of elementary school to the larger, freer structure of middle school. A large body of research indicates that students fare better in smaller learning communities and for 6th grade students, it is preferable for them to either be in their own 6th grade school or paired in a 5th/6th grade configuration. In order to meet our students' needs, we propose an intermediate school for 5th & 6th grade students with Themed Academies, (STEM, International Studies, VPA, and Language Immersion). No more than 60 students will be placed in an Academy consisting of four core teachers and thematic teachers. Within this framework of the overall thematic curriculum, a smaller learning community, and a more structured environment, students will have frequent and varied opportunities to pursue individual learning interests with the appropriate technical support. There will be an opportunity for students to explore components of the other themes because of the proximity of the Academies. Classrooms and extra-curricular activities will be closely monitored to ensure that all students have opportunities to play many different roles and to work with many different peers.

(V) (15 points) The effectiveness of the Plan to recruit students from different social, economic, ethnic, and racial backgrounds into the magnet schools

Selection of magnet-school themes. In an effort to ensure that the magnet schools of this project truly reflect what the community wants, parents were surveyed as to their preferences. Parents were able to access this survey on-line. Concurrently with the collection of parent input, the Superintendent's Leadership Team reviewed the district's Desegregation Plan, both to gauge its effectiveness under changing local conditions and to identify ways that it might be modified to address families' preferences and needs more effectively. Central- and site- steering committees for proposal planning were put in place to assure that, as the details of program designs took shape, they would be logistically feasible, appealing to their diverse audiences, and conducive to significant instructional improvement.

The findings from data collection efforts were not surprising. The majority of the respondents wanted rigorous instructional programs that address all domains of the core academic curriculum in innovative and exciting ways. However, they also declared themselves willing to consider specialized thematic focuses, as long as these also give suitable attention to children's general academic development. Specialized themes that garnered the most support included VPA, second-language acquisition, Health & Medical Science, and STEM. After consultation with the instructional staffs at each of the prospective magnet-school sites and with site-level parent advisory committees, the Superintendent's Roundtable, Chamber of Commerce, and the Tri-County Workforce Alliance, decisions were made as to themes to be implemented. As is apparent from the themes listed for the various sites in the graph below, all of the thematic preferences that attracted significant support from respondents will be available to Clarksdale families if resources become available to implement this project. A Magnet Fair will be held in

the spring of each year to enable each school to *Scream its Theme* and work to attract new pupils to its schools from the private academies and surrounding areas.

Heidelberg (pre-K – 4)	***STEAM – Science, Technology, Engineering, Arts, & Math***
Booker T. Washington(Pre-K – 4)	***International Studies leading to PYP/IBO Certification***
Kirkpatrick (Pre-K – 4)	***Health & Medical Sciences, (with Engineering & Technology added to the inherent Math & Science component)***
Oakhurst (5 & 6)	***Personalized Learning Academies(PYP/MYP, STEM, VPA, Language Immersion)***

We also hope to attract our more affluent minority students. Several tasks essential to the long-term success of this project were completed during the planning of this proposal, beginning with restructuring of the CMSD school system. Studies and feedback from stakeholders indicated that the current system of having two middle schools and the placement of many of the elementary schools were counterproductive to the reduction, prevention, or elimination of minority group isolation and our ability to draw students from varied social and economic backgrounds to our school district. Over a number of years, white flight to private and parochial schools has resulted in a system that is over 95% Black. An added layer to this dilemma can be revealed by data analysis over a four-year period that reveal discrepancies in student achievement across the district. Part of the plan in implementing new magnet schools is to simultaneously restructure our district to create smaller learning communities and to restructure those grade levels where our data show concerns relative to student achievement. We plan to bring all our students together

across the district in grades 5 and 6. Offering exciting themes, through Academies within a school, we believe will create smaller and safer learning communities, which we hope will attract those students who are currently homeschooled or attend the private students to our schools. Elementary schools would be theme specific to each school.

CMSD has had some success in attracting non-minority students to our schools, with some White students now attending schools they previously never attended. We believe that a strong public awareness campaign by the district, as well as a steady increase in achievement by students, has contributed to this increase. However, there is still a large pool of untapped students who may be enticed back into our schools, given well-funded programs and a vigorous recruitment campaign. We plan to begin a Magnet School Recruitment Blitz, which will include;►Hosting public information meetings in a variety of venues, from churches to civic organizations such as Rotary and Exchange Club ►Attending meetings with the Chamber of Commerce, Tri-County Workforce Alliance, Industrial Foundation, Delta Regional Authority, and other organizations who may be able to offer support and collaboration, ►Placing advertisements on Cable One Television with ads on a variety of channels, in our local newspaper, and on our local radio stations ►Purchase billboard space in locations frequented by non-minority families ►Place flyers on car windshields ►Place information brochures in area businesses and restaurants, especially those frequented by non-minority groups ►Spotlight our successes with our current successful magnet programs by showcasing our students at every opportunity ►Ensure that our website promotes the magnet concept ►A large Magnet School Fair will be held in a central location to attract families from across the town to participate. This will be a huge celebration, with tents, games, a barbeque, and fun for all the family. ►This event will correspond with the Delta Jubilee which attracts families from all walks of life

► Laptops will be set up to conduct quick mini-surveys as "entrance tickets" to the events. The results of these surveys will be posted on our website. ►We will make every endeavor to reach as many families as we can to build a school system for ALL of Clarksdale's children through our magnet approach. This will involve a substantial amount of advertising money.

(a) QUALITY OF PERSONNEL

All staff members associated with the applicant schools and district magnet office are "highly qualified" and have worked to plan the proposed magnet programs. They have demonstrated commitment to the enormous task these programs represent, and are anxious to secure the specialized training that they need to improve the curriculum and instructional delivery in their schools. They possess basic qualifications to use on the project and requisite openness and ability to expand these qualifications.

How are the project director and other key personnel qualified to manage the project?

(5 points) The Project director is qualified to manage the project.

Magnet Project Director: Beverly Divers-White, Ed. D. as Magnet Project Director has experience in developing and managing grants and a long history with desegregation in the public school setting. She is currently employed in CMSD as District School Improvement Officer through the School Improvement Grant (SIG), providing leadership at W. A. Higgins Academy of Arts and International Studies and oversight support for Clarksdale High School. The (SIG) will end at Higgins in 2013 and Clarksdale High School in 2014. She is a member of the District's Leadership and Curriculum Teams. She guides the organization, planning, coordination, monitoring and supervision of instructional programs at Higgins and collaborates with the School Improvement Coordinator at Clarksdale High. Beginning as an English and History Teacher at Central High School in Little Rock, Arkansas, she held a variety of positions

at the central office level, including Associate Superintendent for Curriculum and Research. She was responsible for developing and implementing several magnet school programs and serving as the District's desegregation expert in curriculum. She was Superintendent of Lee County School District in Marianna, Arkansas. She is an active campaigner for civil rights, serving as Founder and Chair of the Arkansas Cradle to Prison Pipeline Initiative; past board member of Just Communities of Arkansas; Advisory Member of Delta Citizen's Alliance in Greenville, Mississippi; Council Member of the Southern Minority Leadership Council; President of BSW Consulting; former member of the Board of Trustees with the Hazen Foundation; former chair of the Arkansas Advisory Committee to the U.S. Civil Rights Commission; and current member of the CMSD Education Fund. Dr. White also served as Vice President for Programs at the Foundation for the Mid-South in Jackson, Mississippi. At CMSD, she began many initiatives such as the summer Parent Institute; Higgins Girls Rock Initiative; and Boys to Men.

(4 points) Other key personnel are qualified to manage the project.

Magnet School Coordinator/Curriculum Specialist

Assisting Dr. White will be our District level Magnet School Coordinator, **Mr. Justin Zamn**. a graduate of Eastman School of Music.. He was instrumental in leading the VPA program at George H. Oliver VPA Elementary School. He is currently serving as a VISTA Fellow at Dwight Hall at Yale. His duties include grant management and support, organizational advising and curriculum support, and magnet implementation and support. He has experience exploring the intersections between music and the STEM fields, incorporating technology into the classroom and supporting the development of a STEM sub-program at the Co-Op After School and at Colgate University's EUSMC Summer Program where he was head of the Guitar faculty, and through the Arts Infusion training received at Oliver VPA through the Mississippi Arts

Commission. At the STEM Co-Op After School program, he arranged for lectures from the Yale Bioethics Society, open "Lab Time" for AP Physics and Chemistry students, SAT Prep (Mathematics Section), Green Team Artists (environmentally focused recycling program). Other sessions he's advised and run, include programs like Yoga, Music, and Meditation that investigated the connections between music and physical health, and Food Matters, a cooking class geared towards increasing wellness. He has extensive experience in infusing Technology and Arts, working extensively with Sibelius. He used Garageband with music and non-music students to introduce songwriting. He coordinated with songwriter, Tricia Walker, at the Delta Music Institute to investigate ways of bringing songwriting to students. Mr. Zamn is well versed in incorporating Mathematics and Music as he describes Music Theory as "math made audible".

Outside Evaluator: This position will be filled by **Dr. Irving Phillips** who has been involved with magnet schools since 1986 as a magnet school principal, coordinator of programs, grant writer, and program evaluator. He has evaluated magnet programs in Florida, Arkansas, Missouri, and California. He has also been a grant reader for the U.S. Dept. of Education. His experience with STEM schools includes design and implementation of STEM programs K-8 as well as PYP/MYP IBO programs through the successful authorization process. He is also recognized as an expert in the design and implementation of VPA schools. Advanced coursework for Dr. Phillips includes the National League for Nursing, the Missouri Leadership Academy, and the Danforth Foundation Forum on the Superintendency.

Superintendent of CMSD: Mr. Dennis Dupree has been superintendent of CMSD since 2007. He has been a teacher, coach, principal, and assistant superintendent during a public education career that spans over 30 years. During his time as assistant superintendent in Columbus, Mississippi, he was involved in the concept and early implementation of district-wide magnet

schools. He brought the magnet school concept to CMSD and with his vision and tenacity, he successfully piloted magnet programs in three elementary schools and one middle school. This vision extends to the remaining three elementary schools and intermediate school. Known as a visionary and "out-of-the-box" thinker, he has successfully brought programs to CMSD, such as the implementation of pre-kindergarten. He has been asked to join various task-forces, such as Governor's task for the new accreditation standards and to pilot the new Principal Evaluation Instrument and Teacher Incentive Program. Through his reputation as an innovative risk-taker, CMSD was one of seven districts in our state invited to participate in a revolutionary pilot program at the secondary level. Under Mr. Dupree's leadership, our district has grown scholastically each of the last four years. In his commitment to the magnet school concept, Mr. Dupree attended many magnet school conferences and worked closely with the late Dr. Donald Waldrip, founder of Magnet Schools of America. He encourages principals and teachers to attend conferences and trainings. **Assistant Superintendent of Schools: Dr. Dorothy Prestwich**, as Assistant Superintendent, will work closely with and supervise Dr. Divers-White, Magnet Project Director, to focus on the larger scope of the MSAP implementation and all related projects that influence its success. This position requires the ability to coordinate a range of activities and to ensure that all are completed in a timely manner. Dr. Prestwich is qualified to handle the multiple responsibilities inherent in this position. A holder of four degrees and National Board Certification she simultaneously taught school, pursued higher degrees and National Board Certification, served as a NBCT mentor, and taught adjunct classes at Delta State University. She serves as assistant superintendent of curriculum and instruction. Duties include oversight of the School Improvement Grants at the middle school and high school. She leads the curriculum team in fulfilling Mr. Dupree's vision of a successful school district by identifying,

supplying and facilitating PD at the school level. She has successfully facilitated the implementation of successful magnet programs at Higgins Academy of Arts and International Studies, Myrtle Hall 4 Language Immersion Program, George H. Oliver VPA Magnet Elementary, and J.W. Stampley Aerospace & Environmental Studies Elementary Magnet School. She aggressively seeks training opportunities for teachers and principals in their thematic areas. She works with local business people and university personnel to advance the educational opportunities for CMSD students and teachers and promote the institution of magnet schools throughout the district. In an effort to promote desegregation policies, Dr. Prestwich works with the Southeast Equity Assistance Center, presented at the Southern Minority Leadership Conference, ACRES, and MSA Conference, attended the Congressional Black Caucus, and works as a committee member for the Educational Goals Team of the Delta Bridge Project, serves on the Boards of ASPIRE and the Tri-County Workforce Alliance and is a Rotarian.

District Office Magnet Programs Support Personnel: This position is split between the Elementary Curriculum Director, **Ms Toya Harrell-Matthews** and the Secondary Curriculum Director, **Mrs. Linda Downing**. As the curriculum directors, they are well-versed in successful magnet school implementation through the three elementary magnet schools and the current VPA Academy and International Studies Middle School. Their duties include overseeing the planning and implementation of the specialized curriculum and PD programs, as well as the coordination of efforts with local universities, principal consultants in magnet education, resource persons, and community organizations. Because of their long association with the community and school district, they have a rich and complex network of associations with professionals both within and outside of the educational spheres. Their current duties require a deep understanding of the Mississippi State Curriculum Standards and the state mandated exams.

Mrs. Downing has a B.S E. degree from Mississippi Valley State University, Education and Guidance & Counseling Master's degrees from Delta State University, and is pursuing her doctorate in educational administration. She has 28 years of public education experience, 13 years as a teacher, 7 years as a counselor, 6 as a principal and 2 at the Central Office level. She is an integral part of planning and implementing the Board Certification Pilot Program in place at Clarksdale High School and in organizing and facilitating a shift from the alternative school program to the Ombudsman Program. Mrs. Downing attended Magnet School training and conferences, as well as receiving training in IBO. ► Ms. Toya Harrell-Matthews was principal at Myrtle Hall IV Elementary School for 9 years. She has a psychology degree from Tougaloo College, as master's degree from Delta State University, specialist degree from Mississippi State University, and is classified as ABD (All But Doctorate) at Mississippi State University. Both ladies bring a unique blend of psychology and educational leadership to the school district. They are both also well-versed in desegregation policies, working with the Southeast Equity Assistance Center, the Minority Leadership Conference, and local bi-racial entities dedicated to "bridging the gap" in a divided community. They have both received training in the new CCSS. Mrs.Matthews served as principal of the Language Immersion Elementary Magnet School from its planning and inception until she was promoted to Elementary Curriculum Director. She attended numerous language immersion trainings and magnet school conferences. She also received training in IBO. Mrs. Matthews is currently in charge of foreign language acquisition throughout the district and formed partnerships with other districts, local colleges, and foreign language consultants. She is instrumental in our pre-school program, one of the few in place in our state. She formed partnerships with SPARKS, local daycare providers, and works closely with Headstart to ensure a seamless delivery of instruction to 3 and 4 year-olds.

Magnet Marketing/Recruiter: **Nikki Hall** will have responsibilities that include overseeing the recruitment and the magnet application process. Ms Hall has been highly involved with the magnet programs since their inception, helping with the lottery process, creating brochures and flyers, and is the webmaster for the district. She produces the Superintendent's Newsletter, Graduation Program, and any publicity items we need in the district. She works closely with Cable One Advertising, creating the many CMSD informational videos shown on the Channel. She trained in film-making with Barefoot Studios. She received the Technician of the Year Award. She is a highly qualified and talented person in advertising and marketing, as well as possessing absolute integrity and empathy with magnet guidelines. She has attended Magnet School Conferences and participates in magnet school presentations across the City.

Magnet Parent Liaison, **Mrs. Bessie Jones** works with the magnet marketing and recruitment specialists to ensure productive outcomes for the magnet program across the school district and larger community. Mrs. Jones currently serves as the District Parent Liaison and she has worked diligently over the last three years in informing the public of the current magnet school programs, from securing free billboard advertising space, to appearing on a regional television talk show. As a former teacher, she has skills in parent/teacher relationships. In Mrs. Jones' current position, she not only provides tutoring and classroom instruction to parents, but also brings in speakers to address issues identified by the parents as important. Mrs. Jones has strong human relation skills, has worked closely with all phases of magnet school implementation, and has a deep understanding of the thematic aspects of the current district magnet schools. She is able to multi-task while giving precise attention to important tasks. She has a working relationship with parents across the district and throughout the community.

School Level Personnel

At the school level, the principals, magnet site coordinators, site resource teachers, Magnet leadership teams, and teachers will all play important roles in effective magnet School implementation. The staff members will collaborate to seek solutions to expedite progress and plan for building capacity. The **magnet school principals** are all "highly qualified" and have received extensive training in all MSAP statutory purposes. All principals hold an administrator's license and have experience in their respective school levels. Each principal has exhibited enthusiasm for the project and has generated much needed staff support. **Sharron H. Montgomery** will be the principal of Oakhurst Intermediate Academy. .She has a business degree from the University of Mississippi and M.S.E. degree from Delta State University. As principal of Oliver VPA Elementary School, Mrs. Montgomery made liaisons with the Delta Music Institute of Delta State University, Lena Gene Waldrup, of the Delta Arts Alliance, Jackie Jones, local artist, and the Mississippi Arts Council. Mrs. Montgomery and her staff have attended numerous trainings from the Mississippi Whole Schools Initiative, Dr. Irving Phillips, and worked closely with local artists and the Blues Museum. Her success with implementing a VPA Elementary School gives her an edge in transforming Oakhurst Intermediate Academy. Mrs. Montgomery's business background along with her educational training gives her an edge in mathematics applications. She has ensured that her teachers have been trained in Singapore Math, Envision Math, Renaissance Learning, and participate in Science Fairs at the University of Mississippi. Mrs. Montgomery will attend additional IBO and STEM trainings over the summer and throughout the school year to ensure that her knowledge and skills are up-to-date.

Mrs. Lowanda Tyler-Jones is in her second year as principal at Heidelberg Elementary School. She has been an educator for 17 years. She earned her BSE and MA in Elementary Education from Delta State University, completing Alternate Route Path to Administrator's License with

the Mississippi Department of Education. She served as Administrative Liaison at Oliver VPA School. In mid-year of the 2011-12 schoolyear, she was placed at Heidelberg Elementary as principal because that school was hovering on failing status. In one semester, she energized both students and teachers and led the school from in danger of failing to high performing. Her gains were the highest in the state of Mississippi. She brings dynamism and true leadership to the position of principal. From being a pilot math and science magnet school, Mrs. Jones has envisioned a full STEAM school and researched the trainings and materials necessary to accomplish this goal. She has participated in and conducted workshops in CCSS, Professional Learning Communities, Mississippi Frameworks and Planning, Vertical Alignment, and Early Childhood Training for Administrators, Teachers, and Staff. She has also conducted Early Childhood Trainings for Coahoma Opportunities Incorporated (HeadStart). She attended magnet school training, PBIS training, Data Analysis, Effective Parental Involvement, Instructional Strategies, Cooperative Learning and Differentiated Instruction trainings. She has created partnerships with the Coahoma County Extension Service, the Aaron E. Henry Health Center, Delta State University Science Department, Northwest Regional Medical Center, and others to help ensure her students receive the instruction and resources they need to succeed.

Ms. Courtney Van Cleve After graduating magna cum laude from Mount Holyoke College with a bachelor's degree in International Relations, Ms. Van Cleve began working in our district five years ago as a Teach for America Corp Member. Before joining Teach for America, Ms. Van Cleve worked as an Environmental Management System Specialist in charge of leading a manufacturing company to international certification for environmental standards. She was then employed at Higgins Middle School as a Language Arts teacher. Her leadership abilities soon emerged, and she became a member of the Principal Corps at the University of Mississippi.

While in the Principal Corps, she completed a year-long administrative internship where she is now in her first year as principal, bringing a dynamic, data-driven approach to the school. During her time as a teacher, administrative intern, and principal in Clarksdale, Ms. Van Cleve has developed intensive experience in the Primary Years Programme's approach to curriculum, character education, and professional development. She has participated in IBO Trainings.

Mrs. SuzAnne Walton Mrs. SuzAnne Walton has been principal at Kirkpatrick Elementary for 6 years and piloted the program for Health & Medical Science to assess implementation possibilities. She led her school steadily in increasing achievement over her tenure. She was educated at Delta State University, earning bachelors and master's degrees in Elementary Education. She earned another Master's in reading and Educational Administration. Prior to her principalship at Kirkpatrick Elementary, she operated her own business. For many years, she was employed with CMSD as a first grade teacher and Title I teacher for 12 years then at the Central office as a Title I Reading Supervisor. She has been through "Healthy Heart" training as well as learning fitness training for students with Dr. Joe Priest. She visited Batesville, AR magnet school to learn about the activities at their school. She worked with Franklin Academy in Columbus, MS, to learn about the programs designed to work with healthy students there. She is a member of the Coahoma County Health Alliance and the Clarksdale Municipal Schools Health Council. Under her leadership, Kirkpatrick has been awarded healthy grants from Mississippi Blue Cross and Blue Shield, Coahoma County Health Alliance, Partnership for a Healthy Mississippi, and the Mississippi Department of Health.

Site Coordinators and Resource Teachers will be recruited both from within and outside the District. Applicants for positions will be required to submit an application and go through a formal interview process. When these individuals are hired, they will be told that the measure of

their success will be "not being needed" by the end of the funding cycle. They will be instructed that their goal is to empower teachers, building their capacity to operate high functioning magnet programs without the support of a coordinator position. Specific duties include;

Site Coordinators	Resource Teachers
Coordinate the curriculum writing process through the district magnet office.	Help to integrate outside resources into the classroom instruction
Coordinating the curriculum and instructional delivery staff development through the district magnet office.	Conduct PD with teachers to ensure curriculum implementation at the school level
Overseeing the design and implementation of summer programs to ensure thematic integration and standard practice.	Participation with teachers during summer programs
Establish collaborative efforts with colleges and universities as well as business and industry.	Work with the leadership team and staff to implement the thematic focus as prescribed in the MSAP grant document.
Submit request for thematic related supplies & equipment to the district magnet offices	Working with teachers to identify needs in regard to theme implementation
Participate in the observation process with the internal and external evaluators.	Work with teachers at the classroom level to offer support in theme implementation

(iii) (5 Points) Teachers who will provide instruction in participating magnet schools are qualified to implement the special curriculum for the magnet schools

Magnet classroom teachers are the keys to success in each magnet. All of the teachers at each magnet school hold valid Mississippi teaching licenses. However, many are in need of the high

quality, specialized training that this MSAP will make possible. The Clarksdale Municipal School District has recognized that improved instructional teaching methods are essential in creating the kind of learning environment that is necessary to achieve the challenging expectations to which they aspire. In order to facilitate the level of teaching competency in the district, the CMSD school board has encouraged the teaching staff to pursue National Board Certification and works collaboratively with the World Class Teaching Program at the University of Mississippi for mentorship opportunities for candidates and with Delta Southern BanCorp to help teachers obtain below market interest loans. The following charts summarize the teaching experience of teachers in each of the Clarksdale schools that are a part of this project.

Summary of Teaching Experience in Applicant's Schools				
	Heidelberg	Kirkpatrick	Washington	5th Grade
Less than 5 years	8	7	4	4
More than 5 years	10	14	14	8
Advanced Degrees or Specialized Training	5	7	5	2
Total Teachers	18	21	18	12

(iv) (1 point) Non-Discrimination Employment Practices

The CMSD system actively implements strategies that ensure that all employees and potential employees have equal and fair treatment, nondiscrimination on the basis of race, color, religion, sex, age, handicap, or national origin in all areas and places of employment. This includes hiring

practices, job assignments, upward mobility, transfer and promotion, layoffs and termination. In doing so, the district provides wide dissemination of job advertisements, broadly stated job specification to include a wide range of education and work experience, and an interview committee composed of representatives from various racial groups. We follow federal and state law which is incorporated into our district policy (GAAA, Nov.2008)

(c) QUALITY OF PROJECT DESIGN

(i)(10 points) Promote desegregation, including how each proposed magnet school program will increase interaction among students of different social, economic, ethnic, and racial backgrounds

Interaction cannot occur until students have first been brought together in a common environment. Clarksdale has a great racial divide in the educational setting. Non-minority children attend private Academies, a vestige of White Flight, or are homeschooled while the minority children attend public schools for the most part. We looked at schools where it was realistic to desegregate the schools with a rigorous, innovative theme that would be attractive to the targeted minority groups with the intention of reducing, preventing, or eliminating minority group isolation. We conducted surveys to determine themes that would attract non-minority students. We determined that Heidelberg and Kirkpatrick Elementary Schools, because of their previous history, locations, and survey results, would be easiest to desegregate with a strong STEM focus, divided between health & Medical Science and STEAM with the Arts infusion. Washington Elementary was a realistic choice because the pilot theme of International Studies has already attracted a few non-minority students where previously there had been none. Bringing our 5th & 6th grade students together in small, interest-based academies increases the

chances of attracting non-minority students who will feel safer and like the themes. Continuing the themes into middle and high school will keep the students in the public school system.

In spring 2009, the Clarksdale Board of Trustees and leadership team made historic improvements in our compulsory school attendance zoning law, lifting the requirement for neighborhood zoning and allowing school choice throughout our district to provide additional options for families. A comprehensive effort was made to hold public forums, conduct surveys, and educate our parents and community about the steps needed to implement this district-wide reform. Schools of choice were created around pilot magnet themes. A lottery, held each spring, allows students to relocate to schools which better meet their learning preferences, interests, and needs, rather than a school based on neighborhood attendance boundaries. All attendance zone boundaries were dissolved removing the requirement for students to only attend the school closest to their neighborhood or a Target Area School. Transportation is available to any school in the district, further removing barriers that may have previously prevented choice and full access to available program offerings**.** Since our district is under a mandatory desegregation order, permission was sought and received to eliminate bussing from targeted areas.

Since dissolving attendance zones, the district closely monitors enrollment trends in the various magnet and non-magnet schools it operates and has come to the conclusion that parents do actively choose among the offerings available and tend to leave schools where the themes are tepidly integrated. It has also become apparent that there is a steady, though small, increase in the number of non-minority families registering in our pilot schools. We are also beginning to see other ethnic groups coming to our region. Latino children are enrolling in our schools, as well as Asian. Many of the Asian families are enrolling in the private schools. In order to encourage a trend towards the public schools, CMSD has determined that; ▶Instructional

designs must present fresh, appealing learning opportunities at each school that are absolutely not available anywhere else in the area. Only if this is true will the marketing effort convince students who current choose private or home-school to register with us. At the same time, magnet-school instructional programs must also enhance the experience of students already attending magnet schools; satisfied, enthusiastic students are the best marketers with the attendant increase in achievement appealing to parents. Well conceptualized and responsively operated magnet schools that capitalize on their students' interests are the best way to address recruitment issues effectively. ►While recruitment and the special features of magnet schools may attract initial interest, to have "staying" power, magnet-school instruction must not only be challenging and exciting, but it must also meet the instructional and social needs of all students. It is of critical importance to identify in what ways these needs coincide and differ and to target interventions precisely.

In planning this proposal, CMSD has taken a number of precautions to make it more likely that all of the new magnet schools of this project will be widely appealing and that they will attract applications from students whose presence at all four sites will contribute to diversity in those magnet schools' enrollments. The following is one example: ►**Selection of sites to host project magnet schools.** One of the things that CMSD learned, through its discussion with parents and students and observation of our enrollment through full choice, is that students are more likely to select magnet schools that are reasonably close to their homes. We have noted, however, that many parents are willing to relocate their student, especially in light of CMSD's commitment to providing transportation, to any school within the district. Our goal is make choice easy for families. However, with that said, proximity is still a help in magnet-school marketing. To increase diversity in applicant pools, a particularly productive strategy is to

intensively target nearby neighborhoods with higher numbers of students of backgrounds that are presently underrepresented at magnet schools' host sites, especially if there is good reason to believe that families in those neighborhoods will be attracted by magnet schools' proposed themes. The magnet schools of this project are located in Clarksdale, where many residential areas experience a high degree of minority-group isolation;

Once a diverse population of students has enrolled in magnet schools, the goal shifts to encouraging meaningful interaction. This is an exceedingly important goal because interacting with students from different cultures, who see even the most ordinary things of life with different perspectives, is an extremely beneficial learning experience for all students. This project will work to create learning environments that encourage interaction on a continuous basis. Below is one of the strategies that the CMSD magnet schools will use to help bring this about: **Assignment to classes and grouping for instruction.** Students will be assigned to classes on a heterogeneous basis, using a random-selection method. Within each classroom, grouping for instruction will also be heterogeneous. Principals and Site Resource Teachers will monitor class membership and grouping assignments regularly, so as to remedy any imbalances that do occur as soon as they become apparent. All magnet-school teachers will be trained to think consciously about operating in a manner consistent with equity in the assignment of in-classroom roles to students, so that everyone has an opportunity to play a variety of leadership roles. At Washington and Oakhurst Intermediate Academy, where completion of prerequisite courses is necessary in some cases to ensure that students will have an equitable chance to succeed at the next step in an instructional sequence, an array of academic support and intervention components will be in place. These will include study groups, tutoring, and extended-school-day options that

make it more likely that advanced classes will reflect the diversity of the enrollment at each magnet school as closely as possible.

(ii)(10 points) Improve student academic achievement for all students attending each magnet school program, including the manner and extent to which each magnet school program will increase student academic achievement in the instructional area or areas offered by the school

In this section we intend to show how each magnet school program will improve student academic achievement for all students. In order to describe the instructional program, we need to first discuss how we intend to design the curriculum for these programs.

Curriculum development. In a sense, curriculum development—or, at least, its beginning—is an early-implementation activity; instructional staff must know what they are going to teach, how they are going to do it, and what their instruction is meant to accomplish, in order to present content in skills in a focused and effective way. Curriculum development is not a one-time task, although having an overall structure for it in place from the very beginning of implementation is essential to give the process consistent direction and focus. The curriculum will necessarily undergo gradual modification as the instructional program itself evolves. With the infusion of CCSS, teachers will learn how magnet theme planning complements and coordinates with CCSS. This project will therefore follow a four-step curriculum-development process designed to accommodate growth in the number and variety of learning experiences offered, changes in the knowledge and skills of students as they remain for multiple years in their magnet programs, and refinements in instructional methodology that occur over the course of the project term. The following are these four steps, which will be completed in this order: ►Development of brief descriptions of courses at all grade levels ►Construction of a detailed syllabus for each course, which will include goals and objectives, texts and materials, instructional strategies, and methods

of evaluation ►Writing of extended thematic units that are congruent with the content and objectives of the relevant course syllabuses ►Creation of daily lesson plans that provide detailed instructional guidance for teaching thematic lessons/units generated within the intended timeframes and assessing their effectiveness

Design teams recognize that curriculum development is a complex task that requires time, careful consideration of relevant factors, and piloting under actual classroom conditions if the resulting documents are to achieve the intended increases in academic achievement and students' enthusiasm for learning over the long term. Therefore, during the time when the curriculum-development process is unfolding, implementation of the instructional program will necessarily already be under way. Consequently, there will be an urgent need for temporary courses of thematic study during the interval before the first fully developed curriculum products reach completion. Curriculum-writing teams will therefore create a selection of tentative lessons and mini-units to guide instruction during the earliest stages of implementation; these lessons' use in classrooms will constitute a kind of de facto piloting process of each site's general curriculum-development model.

Tentative Work-Plan Timeline: Curriculum Development

	2013-14				***2014-2015***				***2015-16***			
Products	***Q1***	***Q2***	***Q3***	***Q4***	***Q1***	***Q2***	***Q3***	***Q4***	***Q1***	***Q2***	***Q3***	***Q4***
Temp. units/lessons	***x***	***x***	***x***									
Courses descriptions	***x***	***x***										
Syllabuses		***x***	***x***	***x***								
Units			***x***	***x***	***x***	***x***	***x***	***x***	***x***			
Lesson plans				***x***	***x***	***x***	***x***	***x***	***x***	***X***	***x***	

Curr. Publication											***x***	***x***

HEIDELBERG STEAM MAGNET ELEMENTARY SCHOOL *- TOTAL SCHOOL MAGNET*

Grade Levels K-4 *2013-2016 Magnet* *Enrollment Goal : 300 students*

Partnerships:

Aaron E. Henry Health Center

Coahoma County Extension Service

North Mississippi Regional Medical Center

Delta Blues Museum

GPS Technology Industrial

Delta Music Institute

Cooper Tire

Heaton Pecans

STEM Partnerships

University of Mississippi Engineering Department

Dr. Weiner, Cardiologist

Coahoma Community College

Delta State University

Math Dept.

Science Dept.

Valley State University

Mississippi State University Dept. of Computer Science and Engineering

KBH Industrial

Funding Request *- 2013-2014 - $371,454*

2014-2015 - $270,066

2015-2016 - $269,426

Personnel Request

0.5 FTE Magnet Resource Teacher

1.0 FTE Science/Math Resource Teacher

Special Features

Aviary	*Aquariums*	*Full Math Lab*
Live animals	*Full Science Lab*	*STEAM lab*
Arts Program	*Full Stage Productions*	*Visual Arts*

Dance – (complete dance room with barre and special floor)	*Strings, keyboard*	*Robotics*
		Weatherbug
Garden	*Portable planetarium*	*GPS Technology*

Program Description

Heidelberg Elementary's goals include a full Mathematics and Science curriculum that engages students in critical and analytical thinking, cooperative learning, and interactive projects. These goals must be reflective of the community in which our students reside to employ real world connections. The Arts will be infused into the Science, Technology, Engineering, and Mathematics curricula to ensure the well roundness of each student.

Along with the adoption of CCSS, the STEAM initiative at Heidelberg will unite cross-curricular instruction with the rigorous curriculum demanded by CCSS. Students will utilize EnVision Math, as well as supplemental instruction in Singapore Math methodology. A full Mathematics lab, equipped with a 95 inch Promethean Board, a full-time, highly-qualified Mathematics instructor, one-to-one iPads and computers, and simple manipulatives which afford our students rich mathematical experiences, is already in place at Heidelberg. Our goal is to enhance the STEAM Program by implementing a coordinated, STEAM program scaffolded across the grades which encompasses Life Science, Physical Science, and Digital Arts for designing and building prototypes. We plan to incorporate an Engineering component through a fully equipped STEAM lab and the introduction of Robotics in partnership with Coahoma County Extension Service. At the same time, our students will participate in the Arts through theater, dance, music, and visual arts, which will be used to deepen diversified cultural connections.

Currently, Heidelberg Elementary houses a Science lab with a full time, highly-qualified Science instructor. Instruction in this lab engages students in activities that teach process and thinking

skills, such as observation, comparison, organization and communication. However, to fully integrate Science instruction it is necessary not only to have fully stocked laboratories but also infuse science into the very fabric of the school using Aviaries, Aquariums, gardens, and living animals. To broaden the scope of science, we also plan to purchase portable planetariums that can be utilized for parental outreach, inter-district, and community activities. GPS Technology, an essential skill in both agriculture and industry is a vital part of our community and way of life in the Delta. Our goal is for students to be proficient in GPS Technology so they can equip themselves for future careers in agriculture and industry in the Delta. We live in an area in which violent weather is a fact of life. Our students learn from an early age the importance of being aware of the changing weather and its impact on everyday life. Tornado drills are as important as fire drills. WeatherBug offers a program that will give our students the tools to thoroughly track and understand the changing weather patterns that affect our daily lives. Theater, music, dance, and visual arts are forms of constructivist learning which help children to gain new information by converging it with what they already know. Various visual, performing, and graphic arts venues are dynamic contexts for engaging all learning styles. In addition, arts topics will be infused into all areas of the core curriculum at Heidelberg Elementary.

Expected School Outcomes;

► Stronger instructional programs in Science, Technology, Engineering, Arts and Math

► Increased student, parental, and community participation ► Increased interests in the Arts ► Overall increase in student achievement ► Increased future opportunities for students ► Increased global awareness and cultural diversity ► Overall increased preparedness for students to compete on a global scale ► Stronger real world connections to content ► Increased tolerance for differences ► Enriched learning experiences for students

KIRKPATRICK HEALTH & MEDICAL SCIENCE MAGNET ELEMENTARY *TOTAL SCHOOL MAGNET*

Grade Levels K-4 *2013-2016 Magnet* *Enrollment Goal : 300 students*

Partnerships:

Aaron E. Henry Health Center

Coahoma Community College, School of Nursing, & Respiratory Department

Delta State University Nursing Program

Math Department, Science Department

Mississippi Department of Health

Dr. Fisher, Orthopedic Doctor

University of Mississippi

North Mississippi Regional Medical Center

Dr. Wells, Pediatrician

Dr. Mangrum, Pediatrician

Coahoma County Health Alliance

Blue Cross/Blue Shield of Mississippi

Tri-County Workforce Alliance

Dr. Weiner, Cardiologist

Funding Request *- 2013-2014 - $304,693*

- 2014-2015 - $321,554

- 2015-2016 - $233,523

Personnel Request

1.0 FTE Magnet Resource Teacher

1.0 FTE Health Resource Teacher

Special Features

Professionals in Residence Medical Sciences	*Health & Medical lab*	*Extensive Playground Equipment*
Fitness Experts		
Vegetable Garden	*Exercise Science*	*Walking Trail*
Yoga	*Dieticians*	*Zumba*
Physical Trainer	*Physical Therapy*	*Personal Trainer*

Program Description

Kirkpatrick Health & Medical Sciences Magnet Elementary School will fall under the STEM umbrella by focusing on the Health and Medical aspects of STEM. The aspects of Science, Technology, Engineering, and Mathematics that will be incorporated into this theme include studying the engineering and technology involved with medical equipment. As part of our partnership with our health care providers and university & colleges, students will be able to dismantle excess equipment to study and understand how it works from an engineering perspective. Health and obesity are very real problems for the students in our City. We live in the most obese county in the most obese state in the United States. Diabetes and heart disease afflict our citizens in huge numbers. Our students are living with the effects of poor diet and lack of exercise and the complications that result. Therefore, studying, gathering data and analyzing data related to diabetes, heart disease, and other ailments associated with obesity is vital not only to our students but to their parents, and the wider community as well. We not only wish for our students to possess information and skills in the medical field, but develop an interest in and knowledge of the jobs available in the field beyond doctors and nurses, such as nutrition, radiography, pharmacy, exercise science, and so on.

Technology is integral to the Health and Medical Sciences professions. We have already actively incorporated technology into each classroom through Promethean Boards and Elmos. There is a need for one-to-one iPads and responders for students, and a television & stand (for viewing educational programs). There is also a need for low tech items such as bulletin and white boards for topic displays and boardtime for students. The students will also learn how to use items such as the medical carts utilized by doctors and in hospitals. They will incorporate mathematics into calculating their Body Mass Index (BMI), heartbeats per minute, and through experiments. The many varied programs available through software, books, and CD will be purchased and used

both during school hours and during after school enrichment and intervention programs. Through our theme, we hope to produce healthier students as well as teachers and parents. Our theme will have aggressive outreach to the community and families, through having exercise programs such as yoga and zumba, sessions with a local personal trainer, sessions with dieticians from the local Diabetic Center, sessions with a local chef,physical therapist, and personal trainer.

Our students will learn about the body through hands-on experiences in using skeletons, body dummies, ear models, and skulls. They will handle and become with equipment used in medical areas such as blood pressure cuffs, stethoscopes, and thermometers. They will learn to operate a hospital bed or wheelchair. In the engineering realm, they will be encouraged, though hands on experiences and with technology, to design better aids for the body and health, such as a better toothbrush or prosthesis for amputees. They will understand the respiratory system and how it can malfunction with breathing kits and asthma models. Microscopes will enable them to study organisms, cells, and items that cannot be seen with the human eye and a refrigerator will keep specimens safe. They will understand the importance and application of ridding areas of germs. Safety practices will be taught and enforced by the use of lab coats and safety goggles. They will be able to operate in a real lab setting with long tables, shelving, and cabinets for their lab coats. They will learn about the proper storage of equipment by having proper places to store equipment. A fully equipped health lab will include student and teacher desks and chairs.

In the extension of learning about how the body works, the students will learn to work the body. With a CD player giving health information and music to work by, the students will play basketball, enjoy dancing with Dance, Dance, Revolution. Treadmills as well as exercise bikes will be on site for students, parents, and teachers alike to use. Exercise DVDs such as Zumba can be projected on the gym wall with a projector while sound systems both in the gym and

exercise room will get participants moving. We will extend our current walking trail for student and community use.

To truly understand the body, it is important to understand the importance of a healthy diet. For children who may not comprehend the importance of vegetables, the excitement of growing their own garden may lead to a lifetime of healthy eating. By raking, hoeing, and shoveling, as well as getting dirty using a trowel to plant seeds, our students will participate in the wonder of a school garden. The students will learn to help the earth and our community by gathering rain in a rain barrel to learn about water conservation and to give them the opportunity of studying the prospects of recycled rain water. A composting bin will teach them the importance of reducing waste and by recycling nutrients. It will also teach them about the ways in which organic matter breaks down into compost. Recycling containers will encourage students to practice recycling their resources and extend the practice to their homes.

For our teachers to truly implement this theme, training is necessary on an on-going basis and therefore money will be set aside for training stipends for those hours that must be given outside the normal work day. For training within the workday, money is set aside for substitute teachers, so that students will continue to receive instruction as their teachers receive instruction. It is also important for our teachers and administrators to participate in MSA Conferences and Workshops as well having the opportunity to visit successful magnet schools to learn what they are doing to build their program.

Expected School Outcomes

► Increased rigor in curriculum and instructional programs related to Health & Medical Sciences with an emphasis on the technological & engineering aspects of the theme as well as

the biological and physical aspects ► Increased student ethic and economic diversity ► Increased community involvement ► Increase in student achievement

BOOKER T. WASHINGTON INTERNATIONAL STUDIES MAGNET ELEMENTARY SCHOOL - TOTAL SCHOOL MAGNET

Grade Levels K-4 *2013-2016 Magnet* *Enrollment Goal : 300 students*

Partnerships:

Bill Luckett, Attorney

Teach for America

Coahoma County Soil & Water Conversation District

Delta Dream

Bologna Performing Arts Center

Coahoma Health Council

University of Mississippi

Delta Arts Alliance

North Mississippi Education Consortium

Girl Scouts & Boy Scouts of America

Delta State University

Coahoma Opportunities, Inc

Funding Request - 2013-2014 - $443,263

2014-2015 - $305,497

2015-2016 - $189,844

Request

0.8 FTE PYP Coordinator

1.0 FTE Technology and Media Specialist

Special Features

Spanish Instruction PreK-4

Trans-disciplinary Learning

Field Experiences

PYP/ Units of Inquiry

Extensive Library

Character Ed through IBO Learner Profiles & Attitudes

Extensive Technology

Arts Component

Common Planning periods

One-to-one iPads *for horizontal & vertical curriculum alignment*

Program Description

International Studies is an inquiry-based theme in which students are encouraged to become independent learners. The goal of **Washington International Studies Magnet Elementary School** is to become a fully certified IBO school. As an elementary school, it would operate under PYP principals. The PYP promotes authentic, trans-disciplinary learning, which is relevant to the real world and the engineering component of STEM. The principle is that children learn best when they are able to connect the learning experience to what is genuinely a component of their world rather than an artificial, contrived, and imposed structure as is often seen in schools. According to the IBO curriculum framework for international primary education, the PYP curriculum is viewed as an articulated and interactive model focusing on the three questions, "What do we want students to learn?" "How best will they learn?" and "How will we know what they have learned?" The PYP has developed from wide-ranging research and experience that has grown from the network of many national systems and independent schools and from the IB World Schools. IBO is an inquiry based, cross-curricular approach to learning in which students are exposed to diverse cultures, contexts, and perspectives. Within IBO, the emphasis is on the search for understanding through group work, projects, thematic instruction, communication and goal setting. The approach emphasizes creativity and problem solving skills while developing conceptual understandings. The teacher's job is to support the learner as s/he explores their individual interests, building self-esteem and confidence as well as developing skills needed to support learning. Once certified, it will be required that the new IBO school establish a PYP Coordinator. Certification is an expensive process, costing $10,800 the first year and $4,800 the

following years. Another expensive requirement is that all staff must be fully trained in the IBO methodology which requires registration and travel to IBO training workshops.

The budget for this school is heavily invested in training the teachers how to *teach* in a manner supporting the PYP principals of inquiry and cross-curricular approaches. One of the mandates to IBO authorization is that ***ALL*** teachers are required to be trained in IBO principals at formal training. This is very expensive and has been cost prohibitive for our district. This will require money for registration, flights to trainings, and expenses to travel to and from the airport. It is also important for our teachers and administrators to participate in MSA Conferences and Workshops as well having the opportunity to visit successful magnet schools to learn what they are doing to build their program. For our teachers to truly implement this theme, training is necessary on an on-going basis and therefore money will be set aside for training stipends for those hours that must be given outside the normal work day and during the summer. For training within the workday, money is set aside for substitute teachers, so that students will continue to receive instruction as their teachers receive instruction.

While an emphasis on training and experiential knowledge is essential, so is in classroom instruction and learning. Technology is large piece of students' essential skills in this day and age, and International Studies is no exception. Our students must be fluent in the use of 21st century technology to enable them to compete on a national and international playing field with their academic counterparts. To this end, we propose that our students are equipped with iPads and the paraphernalia that accompanies them, as well as MacBook Air with protection plans. By the end of the grant, it will be time to replace all aging classroom computers with Desktop iMac computers to increase teacher effectiveness and allow students to interact with computers throughout the school day. It is not enough to just have technology placed in classrooms, it is

important that staff is well-versed in the use of the technology. To that end, Apple Care Professionals will conduct professional development to teach instructional staff how to fully integrate technology into their classrooms and adapt technology for all academic levels. To bring the world alive for students and to increase learning opportunities, promethean boards will be purchased to allow interactive engagement through technology, videos, and hands-on learning. Optima PKA31 Pico Palm-sized Projectors will complement the teachers' instructional tools, as well as Elmo Projectors, which allow teachers to project any material without having to first scan and upload to a computer. Our library is poor and understocked. Books are the key to all other learning. Books and an expanded library will be utilized to broaden the horizons of students and expand background knowledge through fiction and non-fiction literature to promote creativity, foster independence, and enlighten student intellect. The library will be converted into a media center, where students will use hands on learning to complete research presentations, use technology for classwork and grow academically and intellectually. Students will have the availability and opportunity to read at their will, check out books and take them home. In order to house these books, it will be necessary to purchase shelves and adapt areas for technology nooks. As the PYP curriculum is closely aligned with the CCSS, we wish to purchase resources to provide hands on enrichment and remediation to promote activities that will build conceptual understandings. In order to build students' knowledge bases, it is imperative that students participate in field experiences outside of the classroom directly relating to studies in their instructional classes. It is vital for our students to experience a multitude of cultural, social, and field experiences to build background knowledge through experiential learning. Therefore, field experiences are built into the budget to allow students gain admission into museums, cultural events, and other learning activities.

Expected School Outcomes

► Increased rigor in curriculum and instructional programs related to International Studies and the STEM components thereof ► Increased student ethic and economic diversity ► Increased community involvement ► Increase in student achievement

OAKHURST INTERMEDIATE MAGNET ACADEMY – Whole School Magnet

Grade Levels 5 – 6 *2013-2016* *Enrollment Goal : 500 students*

Partnerships:

Mississippi Public Broadcasting

Carnegie Public Library

North Mississippi Regional Medical Center

Delta Blues Museum

Mississippi Arts Commission

Delta Music Institute

Cooper Tire

Atmos Energy

Higher Education Center

Coahoma Community College

Delta State University

Math Dept.

Science Dept.

Valley State University

Delta Arts Alliance

Funding Request - *2013-2014 - $442,443*

2014-2015 - $333,020

2015-2016 - $265,150

Personnel Request

0.2 FTE PYP Coordinator

0 .5 FTE Visual & Performing Magnet

1.0 FTE Site Magnet STEM Teacher

Resource Teacher

Special Features

STEM Lab *Full Science Lab & Virtual* *PYP/Thematic Units*

	Lab	
Arts Program	*Full Stage Productions*	*Visual Arts*
Dance – (complete dance room with barre and special parquet floor (already installed by the district)	*Strings, keyboard,*	*Robotics*
Floor)	*Environmental Science*	*Clarksdale Blues Band Initiative*
Robotics	*Digital Arts Media Room*	*Aviary*

Program Description

Oakhurst Intermediate Academy will consist of four Academies within a school, VPA, STEM, International Studies (leading to IBO/PYP Authorization) and Language Immersion. Students will flow from the five elementary magnet schools with the above themes to continue their theme-based learning at the intermediate level. Each Academy will consist of four core teachers, Math, Science, English Language Arts, and Math. Specialized teachers in each Academy will teach their discipline as well as work with core teachers to infuse the theme into all aspects of the Academy. Students from one Academy may choose electives from the other Academies as appropriate. For example, PYP requires that students have a VPA elective and a foreign language, therefore, those students will have the opportunity to attend classes in another Academy. Stem and Language Immersion students will have the opportunity to take an elective in another Academy, if scheduling allows. Oakhurst was chosen to house the Academies because of its size. It boasts a large stage with rooms on either side that can be converted into classrooms. They physical design of the school lends itself to four Academies, where each

hallway can be distinct and separate from the others. Within the Academy itself, the core and specialized teachers will be responsible for approximately 60 students each, giving the Academy a small and intimate feel. No student should become "lost" in the shuffle. Movement will be reduced to a minimum, increasing learning time for the students and decreasing distractions.

To assist the teachers, the PYP Coordinator hired to oversee the PYP program at. Washington will also work with Oakhurst to ensure a smooth vertical transition from Washington to Oakhurst. A VPA magnet resource person will work part-time to ensure smooth implementation of the Arts program and to oversee the vertical alignment from elementary to intermediate school. This person will liaise with the Middle School Arts department to ensure that Oakhurst students are ready for the next level. The site magnet STEM teacher will provide STEM support to teachers and students and on-site PD. Teachers will work during off-contract hours to write curriculum for all the magnet themes and teachers will be trained during off-contract time in the magnet programs. For those unavoidable times when teachers must be out of the classrooms, substitute teachers will ensure that instruction continues for students. To enable teachers and staff to learn Best Practices and to interact with other magnet personnel, teachers will travel to conferences and workshops including STEM, PYP, and MSA. PYP teachers are required to be fully trained in Level 1 and Level 2. Administrators and PYP Coordinator must be trained through level 3. Teachers will also have the opportunity to visit successful magnet schools. To increase teachers' access to PD, a subscription to the National Science Teachers Association (NSTA) on-line professional development will be purchased for 6 teachers per year. Books such as Mindstorms, Children, Computers, and Powerful Ideas will be purchased for PLC discussion. Lego Mindstorms and Renewable Energy Activity Pack offers lesson plans for teachers. Other books, CDs, and reference books will be purchased as indicated by student and teacher need, as

well as materials for PYP, VPA, Spanish or STEM afterschool intervention and enrichment programs. ► In the STEM Academy, students will continue with the Robotics they began in Heidelberg STEAM. In 5th and 6th grade, they will graduate to Mindstorms Education I and II and Mindstorms Data Logging I and II. They will learn to solve real-world robotics engineering problems as well as learn the scientific inquiry processes when gathering and analyzing data sets. Laptops purchased in the 2nd and 3rd years of the grant will allow a high use of technology. Students will learn to navigate the Internet to conduct research, and prepare presentations using Powerpoints and Prezis. Charging charts allow larger groups of students to have access to the laptops. Virtual labs extend our resources. Curriculum guides, an applications curriculum resource CD and refill package for years 2 and 3 will also be purchased. Other software will purchased as necessary to for students' science instruction. ►In the Environmental Sciences, students will learn to generate electricity with the The Power Wheel Basic Bundle, which is a micro-hydro generator. Students will use the powerwheel incandescent light to learn the difference in efficiency between LED lights and incandescent lights, a Mini Steam Engine will allow the student to understand how heated water creates steam that can power an engine. Solar cells allow students to understand the function behind them and how they produce energy, while the Power House introduces the students to regenerative energy sources. Multi Project solar kits teach the students the benefits of solar energy while they build small toys powered by the sun. In learning to create clean forms of energy, students must learn how to clean up from the environmental damage caused by oil spills as they design and carry out a plan to clean up a simulated oil spill.► To allow for independent study and to form cross curricular lessons in Language Arts, Science, and Social Studies, students will have access to lab manuals, science, technology, engineering, and math magazines for environmental studies, Life Science, physical

science, and chemistry.► In order to create a Scientific Environment, a STEM lab will be created. In a survey of the materials in the district, it was determined that we have the materials on hand to create the physical space of a science lab, with tables, sinks, counters, and storage compartments. Other items include safety goggles, disposal aprons, jars and vials, magnifiers, alcohol wipes, and disposable gloves. Items required to support student academic development and to allow students to work through a wide range of modules and projects include forceps, funnels, a lab on wheels for mobility, and microscopes with slides of basic plant and animal cells. Measurement is always a challenge for students, therefore English/metric rulers, thermometers, stopwatches, an electronic scale, and a spring scale will be added to the STEM lab. To learn about factors that influence speed, a CPO Science CarRamp will be purchased with toys cars of both the same and different mass to allow investigations into speed. Students will study reflection and refraction by using plan, concave, convex mirrors, and prisms. Magnetism will be explored through the use of magnets, iron filings, and sand, along with a sifting grate. Density blocks and an aquarium will illustrate how mass and volume influence density. Students will study animal specimens, plant and cell models, leaf, stem & root models, and the human body through a full size skeleton, human lung models, and a digestive system model. A small planetarium will augment trips to Heidelberg STEAM's portable planetarium to understand the movement of the sun, Earth, and moon. The inner workings of the Earth will be studied through a model of the Earth's layers. Graduated cylinders and beakers complete the STEM Lab. To encompass the students in a living scientific environment, Tropical Fish Tanks along with a variety of freshwater and saltwater fish will be added to the environment of the STEM wing, along with an Aviary. Fish and Aviary supplies will be purchased, included feeders, nests, safety enclosures, and heaters. Litter guards keep the area sanitary. Students will be able to study the

environment, characteristics, habits, and lifecycle of living things in greater depth. A digital media arts room will allow students from all four Academies to learn to effectively use technology and to give students a rich creative background, communication skills necessary to convey ideas in the digital realm and to provide a link between PYP, STEM and VPA. The digital media arts room will contain such items as digital and video cameras, document scanners, storyboarding software, laptops, iPads, a MacBook and HDTV Projector. Microphones, a dry erase board and a wide screen High Contrast monitor provide students with the materials they need to create their own projects. ▶ The VPA theme will be located in the part of the school containing the stage and adjacent rooms. The current dusty, moldy curtain in place on the stage will be replaced. Stage equipment and a sound & light system to support the arts will be purchased to allow the students to produce dramatic dance and musical performances with the appropriate sound. Play scripts will be purchased to enable a large number of children to participate in full scale musicals, as well as the smaller productions that go on throughout the year, such as a Fall and Spring Recital and Black History production. Small percussion instruments, set/props, and costume/dance outfits will be purchased or created for each production. The Visual Arts require a wide variety of materials to allow students to be creative. Students will use dry erase boards, glue guns, paint, etc, to express themselves creatively in the Arts classroom. In addition to the materials routinely purchased by the District, with the grant money, we will purchase a Teacher's Toolkit of materials to enhance the Visual Arts program, including fabric roll, water color paper and acrylic paper, along with high quality Pastels, water colors, acrylic paints and brushes. Plaster of Paris, self-hardening and regular clay (with clay cutter) will allow students to create 3-diminisional objects. Dry erase boards allow students to experiment with drawings and ideas without having to commit them to paper. A glue gun and

sticks allow for projects, such as stage sets to be completed with ease. Origami paper is intrinsic to a good arts program. Twisteezs, tote trays, and containers will be used for storage.

The music portion of the VPA program will extend from the elementary school. CMSD already has a rental agreement for the rental of instruments. Within the music room, certain musical supplies will enhance instruction, such as an Auto Strobe Tuner, used as visual at the front of the room to help students tune their instruments. It can tune both high and low pitches. A metronome at the front of the room can be used for the whole ensemble to play the beat. Music stands are portable, to allow students to perform in many venues. The Machie PA system will be installed in the classroom so students can hear the metronome and playback of the instrumental tracks and their own recordings. For productions and performances in the auditorium, a Mackie 802VLZ will be set up being the back row of seats. This will allow those students who wish to be in the music program, but who may not possess musical abilities to be trained in sound engineering. This provides for differentiated instruction. ▶ An exciting initiative is the Clarksdale Blues Band. These students will have their own instruments to play on, but they can be reused in after-school programs, giving extra time for practice. Sturdy electric guitars and cases will be purchased, along with bass guitars and cases, drumsets, and amplifers for both electric and bass guitars. A drum pad will protect the drum set. Speakers, a 14 channel mixer and a speaker and speaker stand set for vocalists will be purchased for the band. Mic Clips hold and maintain microphones during performance and rehearsals. A proSnake will connect stage lines to the back of the house mixer. Mikes, guitars, and Amps will be connected to amplifiers through Angled-Straight instrument cable and microphone cable. Basics such as replacement drum sticks and guitar and bass strings will be kept on hand. A reliable, easy to maintain

keyboard appropriate for ages 9 and up will be purchased along with a keyboard mixing amp. Miscellaneous maintenance and repair materials are budgeted for.

To enhance our program, we will contract with speakers to tell students about what is expected in various fields of work, such as medicine, science, engineering, and music and theater. We will work with the Delta Music Institute, Scientist in Residence, Dr. Debby Chessin, as well as Dr. Lenagene Waldrup of the Delta Arts Alliance, Robert Balfour, Blues Musician, and Roger Stolle, a Blues coordinator. Intervention and enrichment leaders will also be contracted with to provide extra for the students. To further expand our students' horizons, field trips will be planned to such diverse places as the Bologna Performing Arts Center at Delta State University and the Gertrude C. Form Center for the Performing Arts at the University of Mississippi. Science and PYP students will enjoy the Tunica Riverpark and Museum, as well as the Georgia Aquarium, thus expanding their knowledge learned in the classroom. The Memphis Zoo will allow students to explore a wide diversity animal life and habitats. Because of the nature of PYP, students will take trips that extend their inquiry units. Language Immersion students will take trips to the universities and other destinations to be determined. Training stipends will be provided to teachers to encourage them to attend off-contract trainings offered by the district.

Expected School Outcome

► Increased rigor in curriculum and instructional programs related to International Studies and the STEM components thereof ► Increased student ethic and economic diversity ► Increase in student achievement► Stronger instructional programs in Science, Technology, Engineering, and Math ► Stronger VPA Program ► Increased student, parental, and community participation ► Overall increase in student achievement ► Increased future opportunities for students ► Increased global awareness and cultural diversity ► Overall increased preparedness

for students to compete on a global scale ► Stronger real world connections to content ► Increased tolerance for differences ► Enriched learning experiences for students

(iii) (10 points) Encourage greater parental decision-making and involvement

What We Have Done So Far :This proposal is a continuation of a process begun four years ago, when the idea of magnet schools was first brought before the Clarksdale Community. Meetings were held at the school level and at the district level, with parents from across the district filling the high school gym to learn more about magnet schools. From there, meetings were held with each school's faculty, PTO meetings, Title I Parent Involvement meetings, and at local civic groups such as Rotary and Exchange Club. A Superintendent's Roundtable was established to engage in two-way dialogue and strategic planning. A Student Advisory Committee was established to allow the Superintendent and other administrators the ability to learn what is happening in the schools from the students' point view and to give information to take back to the schools. The Superintendent also instituted a Parents' Advisory Committee to encourage participation, resolve possible issues of concern, and include parents in the decision-making of the school district to better serve our students and families. Community members and other educational agencies with which we collaborate have been an integral part of our strategic efforts to improve our schools through our Magnet Schools Initiative. A series of newspapers articles kept the Clarksdale Community informed of each magnet school theme and CableOne television ran informational videos about all programs in our district. In addition, our Superintendent's newsletter gives continuous updates of all activities in our schools. Our website is being continually improved based on suggestions received from the community and staff of our school district and utilized to gain additional Suggestions from stakeholders through the use of surveys.

We will post the results of the surveys on the website in an easy-to-read graphical form and will display survey results in the schools where parents can easy see them.

This two-way communication has continued throughout the four years since magnet schools were part of the answer to our education and community' deficiencies. In the intervening years, a Magnet School Advisory Council was established, with meetings being held at different school sites. CMSD has made a commitment to actively engage parents in greater decision-making and involvement within our schools. Through our experience with our School Improvement Grants (SIG) we have formed Parental Advising Committees, which have a large and active attendance. In an effort to reach those parents who do not normally interact with the schools, we have gone to them, by having regularly scheduled meetings, titled "Let's Chat", at housing projects, churches, and other areas where parents can easily attend the meetings. Outreach within each schools includes Title I parent meetings, Parent Teacher Organizations within each school (PTO), Active Parent on our Website, a district Blog on our website, parental surveys and an auto-dial feature to ensure that parents are aware of all activities. We have worked with local Barbers and Beauticians, Delta Bridge, Coahoma County Strategic Planning Committee, Pastors, and businesses to increase our outreach to parents and community members.

Many aspects of this proposal are continuations or extensions of pilot programs that have been or are in the process of being implemented, given the funds. In developing this grant proposal, principals worked on developing a logic model with their faculty and PTOs to determine where they wanted to see their schools in three years and beyond and to determine the steps it would take to get there. Teachers and parents were also surveyed as to their preferences. The assistant superintendent met individually with each principal to develop a working logic model for that school and to determine the direction each principal and his/her staff wanted their school to go.

Budgets were developed at the school site by a coalition of teachers, staff, parents, and principals to ensure that the end product will reflect the vision of the each school. Finally, the curriculum team at the central office developed a logic model envisioning the district at the completion of this grant and determining the steps needed to accomplish this vision.

Based on feedback received from the schools, the plan for the structure of the elementary and middle schools as well as for the 9th grade Academy was devised. Based on parental and teacher input, it was determined that our elementary schools would be better served by the movement of 5th grade to a separate intermediate school with 6th grade students. Our feedback also recommended that 7th and 8th be housed as a middle school. Ninth grade students will be taught separately in a 9th grade Academy with the Excellence for All program using the Cambridge Curriculum and examinations. Magnet school themes were created, expanded, or revised.

Because we believe that education must involve all members of the community, the district provides opportunities for parents and community members to serve as partners in the educational process, not only for the purposes of this grant, but for all District initiatives and day-to-day education of the children through participation on school committees, public education forums and dialogues, and volunteer programs. To further engage our community in the transformation of our schools, community members are informed about school reform efforts and are asked to participate in various ways to support strategic planning for the convenience of parents. Auto-call informs parents of absences and as a vehicle to remind parents of such activities as Saturday School. Through the use of translators, home-school communication in the students' native languages, and teachers working with parents in an extended day format, parents of limited English proficient students are encouraged to become active participants in their children's education. Meaningful stakeholder engagement is evident throughout all business

conducted in the District and parents and the wider community are afforded a seamless opportunity to provide meaningful stakeholder support for initiatives such as The Magnet Schools Assistance grant.

Non-thematic program features found to be high priorities for parents. Parents were asked to respond to open-ended questions about program features other than themes that would cause them to consider the option of transferring their children to non-neighborhood schools. Respondents in significant numbers identified three features: ► Access to and proficiency in utilizing the many forms of technology available ► High interest activities in which students participate actively ► Articulation of themes across grade-level configurations so that "graduating" students will have opportunities to continue study in which they have developed strong interest. It was evident from parent responses that the majority place a high value on proficiency in the use of state-of-the art technology for their children. This priority is quite understandable as opportunities for employment in industry, whether in the local agricultural business, factories, hospitals, or within the music field, requires a high proficiency in technology.

What We Will Do To Encourage Parents to Be a Part of the Decision-Making Process:

Each school will establish a magnet theme committee made up of parents, teachers, community, and the principal, as well as the resource teacher in each school. The representation for this group will be representationally divided. For instance, there will be an equal number of parents and teachers. The results of those meetings will be published in school newsletters, on the school webpage, and reviewed in general sessions at school parent/teacher nights. This committee will meet monthly. Topics for discussion at these magnet theme meetings will include; student academic achievement, theme implementation, capacity building, increasing parental involvement. Surveys will be developed based on site-specific needs. A target group to

recruit to sign up for parent liaison is to identify the parent leaders in the classrooms. We will make direct contact with each of these parents and ask them to join the committee.

(b) Budget & Resources

In preparing this proposal, CMSD first conducted an inventory of the resources already in the district and we are only putting in the budget items that we need to implement the plan based on our thorough inventory. Available equipment was a consideration in placement of themes. We then developed a cost-effective budget, which balances two needs. One is for sufficient start-up funds to implement the four proposed magnet schools in a manner that will assure accomplishment of their respective objectives. The other is to ensure that these are reasonable ongoing program costs, so that when funding ends, the district can pledge to continue support.

1.(1 Point) The adequacy of the facilities that the applicant plans to use

The District has conducted a facilities inventory to assess the adequacy of the facilities at each school based on the planned magnet theme. The results of the inventory indicated that there are empty classrooms in most schools to accommodate the expected increase in students and that each school has at least one room that can act as the central theme room for the school. ► For instance, at **Kirkpatrick,** a room has been designated as the Medical and Health Theme room. We have the floor space to convert it into a lab but we will need furniture, including teacher's desk and chair, shelving, lab tables with book space, and 5 desks for independent work. ► An inventory at **Heidelberg** indicated that a science laboratory equipped with lab tables, cabinets, sink, and electrical outlets is already in place and is sufficient for our needs. A math lab is also in place, with a Promethean Board. For the Arts component, a stage is in place in an auditorium, but in need of new curtains. A room on the side of the stage is conductive to conversion to a dressing room. A room for Arts instruction is available, which hosts a sink and a restroom, as

well as an outside door. Rooms are available for Arts or specialized robotics instruction on either wing of the school. ►**Booker T. Washington** was examined by district staff and found to have adequate facilities to support the International Studies PYP theme. A room for Spanish instruction is already in place, along with computers and software. Teacher planning rooms have been set up for cross-curricular and cross-grade level thematic planning. To fully support the theme, our library needs to be upgraded and expanded, but room is available to do that. ►**Oakhurst** is currently a 6-8 grade middle school. An inventory by district staff revealed a suitable auditorium. Simple upgrades will be adequate to support the arts theme. Rooms are available for strings and keyboards. Plumbing is adequate to meet the arts and science needs. The configuration of the school is such that four separate Academies could be housed in it with only deliberate overlap occurring. The Language Immersion program will require classrooms only to support the theme, while the International Studies PYP will be housed in an area with computer access and large rooms for collaborative work. There are 8 Promethean Boards throughout the building, one reading and one math lab with computers and Promethean Boards. A Science Lab is available for upgrades for STEM. Electrical supplies are adequate for present and future needs with modifications by district staff as needed. Classrooms can be utilized for the expansion into an Intermediate school for the Digital Media Arts room, the STEM lab, Aviary, and aquariums. ►The Project Manager, Curriculum Specialist, Marketing Director and administrative assistant will all be housed at the central office where an office will be created .

(2 points) The adequacy of the equipment and supplies that the applicant plans to use

►CMSD carefully crafted the budgets for each school in conjunction with the principals and specialized teachers to ascertain what equipment and supplies would be required to adequately implement the themes as outlined. ► At **Kirkpatrick** supplies are limited to only those required

for the theme. The main expenses will be for building teacher capacity through training, establishing a Health & Medical Sciences lab and the supplies required for that, a sound system in the Health Lab and Gym to motivate participants, exercise bikes and treadmills for students and staff to help the students (parents are always encouraged to participate) and gardening equipment to allow students to actively participate in growing their own vegetables. Contractual needs include yoga, zumba, personal trainers dieticians, and chefs. ► At **Heidelberg,** we have inventoried our supplies, and to become a STEM school, we are asking for equipment and supplies such as robotics, with professional development, supplies to create an aviary and aquariums for students to be able to study the lifecycles of animals. We wish to fully stock a STEM lab. For the Arts portion of the STEAM school, we are asking for money to purchase scripts, art materials, and to create a full dance room for our students. We are requesting a new curtain and backdrop. A Digital Arts Room brings the Arts and STEM together to allow students to conduct research and create original presentations. ► At **Booker T. Washington** the request for equipment and supplies centers on building teacher capacity through extensive training required by PYP. The main purchases will center on building the library to help students build research and inquiry skills. ► At **Oakhurst,** the four themes originated in elementary school will be incorporated, each with its own set of equipment and supplies. These are required, reasonable and necessary to implement the themes as planned. Advanced robotics, more detailed study in the life sciences, of the animals in the Aviary and aquariums, field trips to the aquariums, zoo, and Tunica River Park Museum are all part of the design. Arts students, Language Immersion, & PYP students, will attend productions at our local university fine arts centers and other target trips as necessary and reasonable to their theme and course of study. **Contractual speakers and trainers** will be a vital part of all the themes, bringing a depth of

understanding for all the students as they learn real world applications. ► **Central Office** needs are relatively minor. We are requesting furniture to house the Project Director, District Magnet Coordinator/Curriculum Specialist, Magnet Marketing/Recruiter, and Secretary/assistant. Desks, chairs, filing cabinets, and office supplies are requested. Travel is requested to keep our central office team up-to-date.

1. (2 points) Is the budget in this proposal adequate and reasonable?

►This proposal contains a request for MSAP funding of $4,959,207 for three years to operate four magnet schools. The funding will support two major components: 1) a district level magnet office, and 2) four magnet schools designed to attract, hold the interest, and improve the academic achievement of 1400 students. The proposed MSAP budget is sufficient to allow each school to offer programs that resonate with staff and parents' expectations, increase academic choices and performance, revive a joint interest in resurrecting a Mississippi Delta city, and make extensive contributions across the school and civic communities. ►***Marketing and Recruitment:*** Basic to the success of the overall program will be the implementation of a professional marketing and recruitment plan. The timeline for the marketing plan is located in the Plan of Operation and reflects a sequential and comprehensive approach for attracting and holding the interest of students. Each of the four school themes will be articulated in a unique and exciting way, while emphasizing the state and CCSS standards, in all marketing strategies and promotional materials. ► magnet fairs, mass media advertising, open house events, and materials for distribution must be of the best quality and therefore will be costly. ►***Personnel:*** In order to accomplish the objectives of this proposal, funding is needed for: 1) four full-time staff members at the Central Office for Project Director, curriculum, marketing and recruitment, and parent liaison support, and 2) a total of 8 full-time equivalent (FTE) coordinators to facilitate

curriculum, staff training, purchasing, and parent relations at the four school sites. We have made a point in our budget and resources to be very careful in asking for FTEs, sharing some between schools, so that our program will be sustainable after the grant. ►***Resources and Training*:** MSAP funding will be used to secure authentic curriculum development and instructional methodologies training with nationally recognized consultants and at premier conferences/ training centers nationwide. It will be important to give the very best staff development in specialized magnet content, integration of curriculum, and the strategies/best practices that are a match for the particular theme of each school. Equipment and materials must be state-of-the-art, and staff must be trained to effectively use new and innovative teaching strategies if a diverse group of students is to be attracted. Additionally, teachers will be given the time and resources necessary to develop curriculum that is innovative, meets the needs of their students, utilizes the full potential of modern technology, and is merged with rigorous state and CCSS standards. Additionally, it will be essential to train all faculty members on the various technological equipment and software/audio-visual applications that will be purchased in support of thematic curriculum and instruction. The specialized equipment and supplies listed in school budgets are costly and although they offer a level of instructional sophistication, they also require ongoing training on how to use them effectively and efficiently. CMSD is requesting adequate funds to cover start-up costs for the four magnet programs; funding for the supplies, equipment, and publicity/lottery; costs of collaborative activities at colleges and universities; summer enrichment; and other expenses necessary to achieve the goals of this project. ► The following magnet activities will be delivered efficiently and effectively. ► Aggressive Marketing and Recruitment ► Comprehensive, Targeted Staff Development ► Thematic curricular Design

and Development► Strong state and national standards in all instruction ► Thematic Curriculum Document Writing and Publishing ► Upgrading of Supplies and equipment to Level of Excellence ►The CMSD officials are aware that high costs are associated with higher levels of integration and educational quality. District officials realize that to establish magnets designed to raise the educational quality which will attract students from private or parochial schools as well as the growing home-school movement, the startup costs will be necessarily high .►In this funding request, approximately 1400 students will be served each year at an annual cost of less than $1,424 per pupil, or $3,548 per pupil for all three years. For start-up costs of a carefully designed program of this high caliber, and in a system that is in such desperate need of intervention, this per-pupil cost is extremely reasonable.

(d) EVALUATION PLAN

►The evaluation plan for CMSD's MSAP has been designed to provide information for decision making and action. It will focus on complying with "EDGAR**"**, the U.S. Education Department General Administrative Regulations, by providing a summative evaluation, the Annual Performance Report, which will use both quantitative and qualitative information to determine: ►effectiveness of the project in meeting the statutory purposes of the Magnet Schools Assistance Program ►progress in meeting approved project objectives ►effectiveness of the project on the participants

Equally important, the evaluation plan will also focus on formative evaluation in order to make project improvements while the project is ongoing. ►Implementation of the evaluation plan will involve an **external evaluator, Dr. Irving Phillips,** who will visit each magnet school four times a year, reviewing the MSAP, GPRA, and Project objectives, the level of implementation, and student achievement in regard to them.

1. Does the project include methods that are appropriate to the Project?

►The evaluation plan for this grant will be both formative and summative. Qualitative as well as quantitative methods will be utilized, with collection of data occurring during each project year from a variety of sources and by a variety of assessors. Prescribed data collection methods and specific instruments will be used. It is important that the qualitative data and quantitative data collection are complementary, seen as a comprehensive assessment of program progress. ►Each school and its specialized program will be assessed both for outcomes common to all magnet schools and for outcomes that are specific to each programs' thematic initiatives. ►By using this comprehensive approach to evaluation, greater assurance can be gained as to what is, and is not, happening among students, teachers, staff, ,and the community.

2013-2016 Evaluation Time Line

Note: There will be a repeating cycle of major evaluation plan activities each year.

Minor modifications will be made as circumstances require.

Train in methods of evaluation	***External Evaluator Magnet Director Magnet Principals***	***July- August***
Develop parent surveys, teacher surveys, student surveys	***External Evaluator Magnet Director***	***August – September***
Analyze baseline data, establish instructional objectives for benchmark	***Magnet Director Magnet Coordinators Teachers***	***August – September***
Administer Benchmark(CASE 21)/norm reference tests (STAR,	***Teachers Administrators***	***August December***

MAP)		***March***
Monitor magnet enrollment records	***Magnet Recruiter*** ***Supervisor of Student Assignment***	***August – May***
Collect parent sign-in sheets	***Magnet Coordinators*** ***Magnet Recruiter***	***August – May***
Conduct Interviews	***External Evaluator*** ***Magnet Coordinator***	***January – May***
Administer standardized tests	***Teachers*** ***Principals***	***May***
Send written progress reports relative to each school site	***External Evaluator*** ***Magnet Director*** ***Magnet Coordinators***	***May***
Complete final test results report and MSAP Annual Performance Report	***External Evaluator*** ***Magnet Director***	***May***
Collect baseline data for coming year	***Magnet Director*** ***Magnet Coordinators***	***August***

2. Will determine how successful the project is in meeting the its intended outcomes, including its goals for desegregating its students and increasing student achievement

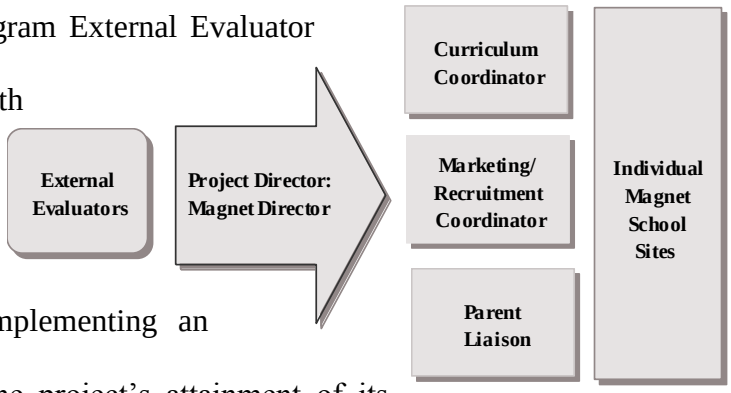
►The evaluation plan will consider the **statutory purposes** of the **MSAP**, under No Child Left Behind, **NCLB**. Data collection techniques link directly to a number of objectives that are in turn organized under the three MSAP statutory purposes.

Ensuring Desegregation and Choice

Records of enrollment figures will show progress toward meeting desired racial percentages. Marketing and recruitment activities will be documented as to their nature and the results attained in relation to desegregation and choice. Innovative, theme-focused activities will be followed closely for appropriate implementation through formal and informal observation techniques. The level of racial interaction will be monitored /notated for counseling teachers on how to increase interaction. Baseline data will be gathered at onset of the grant cycle and will be used for comparison. ***Building Capacity*** The Human Resources Officer for the district will monitor teacher applications to ensure that applicants are highly qualified. In addition, training will be provided to staff in specific areas. Sign-in sheets, activity calendars and classroom observations will be compared to assess teacher performance relative to use of newly acquired teaching techniques and to ensure that teachers are highly effective. Equal opportunity, racial non-discrimination, performance evaluation, and hiring/dismissal procedures will be published and distributed. **Improving Academic Achievement** Student achievement data will be initially analyzed from the Mississippi required testing program, the Mississippi Curriculum Test 2 (MCT2). However, Mississippi is converting to the PAARC/ CCSS Assessments in 2014-2015. Mississippi is in the process of changing its State Accountability Standards. Therefore, we will rely on benchmark tests, given district-wide three times a year (currently CASE 21), Universal Screening using a norm-based instrument, such as Measures of Academic Progress (MAP) or Renaissance Star Enterprise, on-going Renaissance Star Reading and Star Math tests, checklists, and rubrics will provide a stream of formative assessment information as basis for DI Standardized pupil profiles will also be used for trend analysis to assist planners with instructional decision making.

Are methods objective and will they produce data that are quantifiable and reliable?

►A centralized magnet school administrative/evaluation component will carry out necessary work as outlined in this MSAP grant application. The project director, Dr. Beverly Divers-White and the external evaluator, Dr. Irving Phillips**,** will be responsible for ensuring the objectivity of the evaluation plan. The Magnet Program External Evaluator will assist the project director with monitoring and documenting instructional activities that support all components of the programs and implementing an evaluation design that will measure the project's attainment of its goals. The external evaluator will assist the project director in preparing the prescribed charts that will result in data for the final performance reports. ►Individual school sites will be advised of expectations relative to evaluation plan schedules and procedures. The prescribed data collection charts and procedures will be shared with leadership teams at magnet schools in workshops at the site. After discussion and practice of the charts, a timeline for evaluation activities will be distributed. Specific preparations for external evaluator visits will be outlined to give school site personnel a level of comfort and confidence about the process. This will empower teachers to bring forward their best demonstrations of effective implementation, and as a result, receive credit deserved for their efforts.►The GPRA Objectives and Project Objectives that will be implemented in the four Clarksdale schools are presented for review.



Evaluation Reporting of Performance Measures – Objectives & Outcomes – 2013-2016

The first statutory purpose of Desegregation and Choice objectives and outcomes will be assessed against the baseline data of 2012-13. Complete data sets are provided by MSIS relative to district-wide minority and non-minority students, school minority/non-minority students, and

free/reduced lunch recipients. These data are used as baseline data for establishing the target for the outcome for each objective developed relative to desegregation and choice.

Desegregation and Choice Objectives: Reduction, elimination and prevention of minority group isolation in each of the four new Clarksdale Magnet Schools

The chart below will be presented in magnet staff training at the beginning of each school year in order to orient teachers and administrators to the importance and function of the applicant pool in achieving Objective 1.a.i.

These performance measure charts will be single-spaced for ease of reading and a blank page will be inserted at the end of the document to accommodate this single-spacing.

Each objective is first stated as the Performance Measure, then the data chart follow.

1. a. GPRA Performance Measure						**Measure Type**
At each targeted magnet school, the student applicant pool reflects a racial and ethnic composition that, in relation to the total enrollment of the school, eliminates, reduces, or prevents minority isolation, as measured by recruitment data and district enrollment figures. (Recruitment data will total 20% over the three years, ensuring 10% retention of applicants.)						GPRA
Quantitative Data						
Target Applicant Pool Data by School				**Actual Applicant Pool Data**		
Year	**Number**	**Ratio**	**%**	**Number**	**Ratio**	**%**
1	6% of enrollment					
2	8% of enrollment					
3	6% of enrollment					
Applicant Pool at 20% per school						

Data Collection for 1.a.						
Quantitative Data						
Target Applicant Pool Data by School				**Actual Applicant Pool Data**		
Year	**Number**	**Ratio**	**%**	**Number**	**Ratio**	**%**

1b. Performance Measure	Measure Type
By June of each project year (2014, 2015, and 2016), Parents at each of the four magnet schools will attend at least one event designed to increase awareness, appreciation, and respect for diversity as measured by logs of comprehensive marketing strategies, their implementation schedules, and attendance at special events.	**Project**

Data Collection for 1.b.						
Quantitative Data for Evaluation						
	Target Parent Attendance			**Actual Performance Data**		
Magnet School	**Number**	**Ratio**	**%**	**Number**	**Ratio**	**%**

The quantitative data will be collected during each project year using the following charts.

Magnet Program Marketing		
Marketing Strategy	**Implementation Schedule**	**Link to Individual Schools or Total Program**
Television		
Newspaper		
Radio		

Name of School: _____Parent Attendance at Special Events				
Name of Event	**Planned Diversity Impact**	**Date of Event**	**Unduplicated # of Parents**	**Unduplicated % of Parents**
Totals of Unduplicated Count				

1c. Performance Measure	Measure Type
By June of each project year (2014, 2015, and 2016), thematic magnet curriculum will support racial interaction, as shown in diverse participation by program, classroom and associated activities as measured by internal and external evaluator observations using the rubric designated.	**Project**

Quantitative Data					
Target			**Actual Performance Data**		
Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
	9/9	**100**			

Desegregation and Choice: Development and design of innovative educational methods and practices that promote diversity and increase choices in the four Clarksdale applicant schools.

1. d. Performance Measure	Measure Type
Innovative theme-focused programs will motivate diverse students, as measured by semi-annual parent survey information/anecdotal notes relative to student participation and interest.	**Project**

Quantitative Data					
Target			**Actual Performance Data**		
Raw Number	**Ratio**	**%**	**Raw Number**	**Ratio**	**%**
	¾	**75**			

1. e. Performance Measure	Measure Type
State-of-the-art technology applications in all classrooms in the four magnet schools will support specialized instruction and increase student choices relative to unique magnet themes as measured by inventory of MSAP purchased items. ▪ Desktop computer systems with a variety of software applications / laptop labs on wheels/one-to-one iPads ▪ Interactive Smart Boards including Interwrite extensions ▪ Video and radio broadcast studio applications, etc. ▪ Elmo digital visual presenters ▪ Automated library retrieval systems ▪ Video streaming	**Project**

Data Collection for 1. d.		
Parent Survey Results		
School_____	Class/Grade____	Date_____
Parent	Comment/Student Interest	

Quantitative Data 1.g.					
Target			Actual Performance Data		
Raw Number	Ratio	%	Raw Number	Ratio	%
	9/9	100			

Data Collection for 1. e.	
Magnet Schools	State-of-the-art technology applications inventory

1. h. Performance Measure	Measure Type
By June of each project year (2014, 2015, 2016), all four Clarksdale Magnet Schools will make available to all students programs of choice that 1) offer innovative specialized and theme-based offerings 2) utilize engaging technologies as an instructional tool 3) provide enriched learning opportunities through the theme 4) engage in problem solving relative to relative understanding of school specific theme	**Project**

Building Capacity Objective: Federally funded magnet programs improve the capacity of local education agencies to continue operating magnet schools at a high performance level after Federal funding ends.

2. a. Performance Measure	Measure Type	Quantitative Data					
Each magnet school employs all highly qualified teachers as measured by official records on file in the Human Resources Department.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			x/x	100			

2. b. Performance Measure	Measure Type	Quantitative Data					
All teachers at each magnet school implement instructional content and strategies learned through thematic professional development activities that include both high level content and matching methodologies as measured by professional development calendars and logs of attendance.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			x/x	100			

2. c. Performance Measure	Measure Type	Quantitative Data					
Magnet Management Team personnel will be trained on magnet philosophy and practice as evidenced by training logs.	Project	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			x/x	100			

2. d. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
LEA representatives will maintain community dialog through surveys, focus groups, and interactive web sites to ensure adequate support of tax base after funding as evidenced by activity logs submitted to the Director of Magnet Programs.	Project	Raw Number	Ratio	%	Raw Number	Ratio	%
			x/x	100			

Evaluation of Academic Achievement

Students in Clarksdale are currently administered Mississippi Curriculum Tests 2 (MCT2) in late spring each year in 3rd thru the 8th grades. Mississippi is in the process of converting to CCSS. These new assessments are expected to replace the current NCLB tests in 2014-2015. Because the overall alignment between the CCSS and Mississippi's current Frameworks is poor, baseline data of test results will depend on Renaissance Star Reading and Star Math. These tests have been used in our district over many years and provide a consistent source of norm-based information. These scores will be baseline data for longitudinal comparison. The 2013-2014 test results will be the first MSAP Annual Performance Report data. Data from the MCT2 and the CCSS will be kept and monitored, but will be difficult to compare. CMSD has worked diligently to improve achievement for all its students. With the advent of pilot magnet programs, it was found that those schools who succeeded in the most comprehensive implementation had the highest growth overall. It is therefore apparent, that the students of CMSD have the capacity for excellence. They only need the leadership and resources afforded to more affluent districts to meet the challenges of the new CCSS curricular standards, which magnet schools stand poised to provide. However, despite our most diligent efforts, our students still lag behind the state in achievement in many cases. For our best performing school, Heidelberg, the goal is to take these children to Star status. A study of our data shows that in the 6th grade, the gap between state and district achievement continues to widen. A restructuring of the entire system would remove 6th

grade students from the middle school atmosphere and combine them with 5th grade students in an intermediate school. The school-with-a-school Academy approach would give these students the individualized attention necessary to avoid the dramatic drop in achievement we have seen as they move from elementary school to middle school. Enticing themes will capture the students' attention and increase attendance. Fifth grade students are a more natural fit with 6th grade than Pre-K-4. We are a data driven district. We have compared our achievement over the years from 2008/2009, when our current MCT2 assessment was initiated and over the years, can see a trend from a decrease in minimal and basic student achievement to more proficient students. We have seen an increase in 3rd grade math and reading scores, our efforts in our early grades is coming to fruition. Our commitment and capacity to effect change, even with no funding, can point to dramatic increases in achievement that will take place with the funding necessary to build a quality program

Proposed Magnet School	Grade	% Proficient & Above Language Arts	%Proficient & Above Mathematics
Oakhurst MS	5th Grade	45%	47%
	6th Grade	35%	20%
Washington Elementary	3rd Grade	60%	60%
	4th Grade	15%	18%
Heidelberg Elementary	3rdGrade	67%	78%
	4th Grade	70%	78%
Kirkpatrick Elementary	3rd Grade	60%	60%
	4th Grade	35	52%

Academic Achievement Project Objective: Federally funded magnet programs provide high quality education to all students enrolled that will enable students to succeed academically and to continue with postsecondary education or productive employment.

3. a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
At each magnet school, students from major racial and ethnic groups meet or exceed their State's adequate yearly progress standard in math & literacy, in accordance with their State's plan required by section 1111 of the ESEA as evidenced by official state reports.	GPRA		9/9	100			

3. b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
By June of each project year (2014, 2015, 2016) each of the four new magnet programs will implement strategies for success in rigorous, integrated thematic course work that builds student skills for the world of higher education or work as measured by internal and external evaluator documentation.	Project		9/9	100			

Data Collection for 3. b.			
Graduates' Skills for World of Higher Education or Work			
Classroom	Written Skills Exhibited	Oral Skills Exhibited	Math Skills Exhibited

2013-2016 Evaluation Time Line

Note: There will be a repeating cycle of major evaluation plan activities each year.

Minor modifications will be made as circumstances require.

Train in methods of evaluation	**External Evaluator** **Magnet Director** **Magnet Principals**	**August – September**
Develop parent surveys, teacher surveys, student surveys	**External Evaluator** **Magnet Director**	**August – September**
Analyze baseline data, establish instructional objectives for benchmarks	**Magnet Director** **Magnet Coordinators** **Teachers**	**September – October**
Administer Benchmark tests	**Teachers** **Administrators**	**September**
Monitor magnet enrollment records	**Magnet Recruiter** **Supervisor of Student Assignment**	**September – May**
Collect parent sign-in sheets	**Magnet Coordinators** **Magnet Recruiter**	**September – May**
Conduct Interviews	**External Evaluator** **Magnet Coordinator**	**January – May**
Administer standardized tests	**Teachers** **Principals**	**April**
Send written progress reports relative to each school site	**External Evaluator** **Magnet Director** **Magnet Coordinators**	**May**
Complete final test results report and MSAP Annual Performance Report	**External Evaluator** **Magnet Director**	**May**
Collect baseline data for coming year	**Magnet Director**	**September**

	Magnet Coordinators	

(F) COMMITMENT AND CAPACITY

1.(i) (5 points) Applicant is committed to the magnet schools project

► The CMSD is deeply committed to establishing and maintaining its magnet school programs and will maintain these new programs through local funding if no grant funds are made available to them. The school district's commitment to its proposed facility improvement program is evident in the financial support for significant facilities upgrades over the last several years in the amount of $6,550,785. For example, renovations have included a new VPA addition, Dance Room, ADA compliant ramps, new hallway tile in all schools, carpeting, window units, and so on. In addition, the District has provided IBO Training, Workshops, and Curriculum Development at other magnet schools. The District is committed to the magnet programs and has employed a diverse group of subject area Specialists throughout the district to support our current magnet and pilot programs.

CMSD has already established successful pilot programs with no funding from MSAP, by utilizing Title I funds for innovative projects and SIG. The SIG application was based on establishing magnet schools within our District. We were able to successfully establish an Academy of International Studies & VPA, a highly successful Language Immersion Magnet Elementary School, a popular elementary VPA program, and an Aerospace & Environmental Studies Magnet Elementary School. The successful implementation of magnets in several of our schools already shows that our commitment and capacity are strong, even when our resources are not. The substantial innovations planned will be implemented in each school and after the grant funding has ended, district funds will be budgeted for the specific support of those innovations.

We are only buying equipment and supplies that are long-lasting and sustainable after the grant is over, including increased teacher capacity with extensive training. We plan to contract with Joseph White to conduct a lottery. Our low tech lottery has allowed full choice for all our students, but we anticipate increased movement into our schools from private academies and homeschoolers and more movement within the district, so we will need a better lottery.

(ii) (5 points) Applicant has identified other resources to continue support for the magnet school activities when assistance under this program is no longer available.

We work with the Delta Bridge Project, a local funding initiative dedicated to improving substantive change in the Mississippi Delta through grant-funding. We actively pursue grant opportunities, such as Race to the Top (RTTT) and SIG and will actively seek funding to secure additional monies. ►School staff and students will be supported on an ongoing basis through commitment to the philosophy and practices of MSAP, always celebrating diversity in race, ethnicity, religion, culture, and socio-economic status. Building the capacity of our staff through intensive curriculum and PD in the theme and CCSS is a priority for long term continuation for programs. Innovative and knowledgeable teachers are the greatest resource a school can have. ►The Project Designs detailed in this application are the action plans for implementation. Each school site will use their MSAP Management Timeline and Project Design as a working reference as each step evolves. Then when the program is in place and funding ends, the same working reference will serve as a touchstone to ensure that future modifications or additions are true to the basic design. CMSD will monitor the programs for fidelity for at least three years after funding ends. ►The strong component of "building capacity" of staff is a priority and a continuation plan for comprehensive staff training will be developed with every department and every school, both with district-level leaders and building-level staff members. This will include

extensive content related higher education for teachers as well as the appropriate methodology training. Developing the capacity to build winning commitment levels that sustain long-lasting positive change will be an integral part of the capacity building initiatives at all levels of the district. ►The district level management team will review all available resources that become available, assessing and selectively choosing materials and support services that are the "diagnostic-prescriptive" fit for given schools and their respective programs. ►A replacement schedule will be established for equipment, parts, and peripherals in order to maintain fully functioning support materials over time. For example, computers will be replaced on a 3-year cycle, software updates when available, science equipment will be replaced as it becomes outdated and so on according to accepted industry standards. ►In order to protect the integrity of each magnet theme and program, careful consideration will be given when employing new teachers and staff to ensure that there will be fidelity to established curriculum and thematic offerings and instructional delivery systems. This will be accomplished while following established laws relative to hiring practices. ►Curriculum development and writing will precede teacher training as thematic programs develop while using CCSS as the basis. CCSS will be embedded and strengthened through thematic magnet curriculum. ►Qualified magnet consultants will be used to provide leadership in thematic areas in order to maintain the "world class" status that will be achieved as a result of this MSAP funding.► After CMSD develops our programs, they will become models for other schools and districts particularly in improvised rural Mississippi Delta Communities. The Superintendent and the Clarksdale School Board have shown through public resolutions, policies, and the earlier funding priorities that a "world class" education for every Clarksdale, Mississippi student is their intent now, despite their limited

resources. They are fully committed to continue this journey after the MSAP funding has empowered the steps necessary for major change.

These performance measure charts were single-spaced for ease of reading and a blank page has been inserted at the end of the document to accommodate this single-spacing.

Clarksdale Municipal School District
Magnet Schools Assistance Program
District Office

Clarksdale Municipal School District

ITEM **PERSONNEL**	**FY 2013**	**FY2014**	**FY2015**	**Explanation**
Magnet Program Director 1.0 FTE	49,231	84,000	88,200	Serve as the Magnet Director and Project Director, making certain that all aspects of the grant are followed and implemented as reqired
Magnet School Coordinator/ Curriculum Specialist 1.0 FTE	43,078	46,100	48,405	To assist teachers to write and implement magnet curriculum
Marketing Specialist 1.0 FTE	31,965	46,100	48,405	Support magnet programs through both recruitment and marketing, helping to draw students back into the district.
Magnet Parent Liaison	24,632	46,100	48,405	Support magnet programs through direct interaction with parents, parent education programs, and work within the schools.
Secretary/Assistant	13,435	18,850	19,450	To assist the District level Magnet personnel in carrying out the duties of the office by typing, filing, phones, etc.

Subtotal-Personnel Salaries	**162,341**	**241,150**	**252,865**	
Fringe Benefits	**57,315**	**72,345**	**75,860**	Fringe benefits at 30% Social Security @ 6.20% Medicaid @ 1.450% Retirement @ 14.2% Life insurance @ $144 per year Health Insurance @ $356 per month Workman's Comp @ .0041
SUBTOTAL Fringe Benefits	**57,315**	**72,345**	**75,860**	
TRAVEL				
Site visits to learn best practices, registration to conferences, institutes, workshops, conference fees, airfares, meals, hotels, per diem, taxis, rental fees, travel to & from magnet school locations within district, etc.,	20,100	9,200	5,600	Cost associated with travel to conferences, workshops, institutes, seminars, meetings, site visits, travel within district and outside of district etc., all to support best practices & magnet school implementation

all to support implementation of magnet school grant		
	2025	2,025
	2,025	2,025
	3,000	3,000
	750	750
	1,800	1,800

SUBTOTAL	**20,100**	**18,800**	**15,200**	
Travel				
EQUIPMENT				
Office Furniture	11,077	0	0	
Promethean Board with projector	6,000			All to support implementation of magnet school grant at the central office level
Poster Machine	7,000			
5 office telephones with cabling	6,000			
Laminator	4,000			
Binding system X 2	5,000			
Printers(Leasing Cost)	3,000			
Sub-Total Equipment	42,077			
SUPPLIES				
bookshelves - 10500 series				
laminate /2 x 5 shelves @ $674 (each)	1,348	674		Bookshelves to hold printed material
General Office Supplies	12,548			
SUBTOTAL		0	0	
Office Supplies	13,222			
Technology				Staff can use laptops to transport work with them to various sites.
5 desktops and 5 laptop computers	11,500			
Laptop cart with approx. 12 laptops	14,000			Used by parent liaison to assist in educating parents about magnet schools
Laptop cases				To protect laptops and allow better portability
5 x $59.95 (each)	300			
iPad 3				Use for note-taking, pictures, video

Wi-Fi + Cellular 128 GBH 4 x $929 (each)	3,716			and portability of work
iPad case with keyboard - Targus Versavu Rotating Keyboard case & Stand for iPad 3 3 x $74.99 (each)	225			Protect iPad and allow ease of typing to extend the office *Use of all Apple Products ensures ability to sync all devices easily*
2 digital cameras	5,000			To record photos of events for web-site and for informational brochures and information for parents
SUBTOTAL Technology	34,741			
CONTRACTUAL				
Evaluation	43,200	43,200	43,200	To provide evaluation services in regard to grant administration and implementation
Lottery	5,000	21,600	21,600	To enter student information conduct a lottery, and to maintain files of students from year to year. Prepare reports for the district on disaggre-gated data.
Technical Consultant	10,000	10,000	10,000	To provide for continued improve-ment of magnet themes and programatic analysis

advertising Printing - 1,500 color brochures x 4 schools @ $775.25 (each)	3,101	3,101	3,101	Printing Informational brochures for each school to give to parents and community members for informational purposes
Color Magnet School Course Catalogs	10,000	1,542	1,542	Brochures featuring all the district schools and information regarding lottery, school themes, and registration
Cable One advertising $760 per month	9,120	9,120	9,120	Advertisement on local cable channel & ESPN, BET, TNT, Fox, History, AMC, USA
Newspaper Advertising Profile 2014, 2015 2016 1/2 page color ad $375 plus $125 for color	500	500	500	Profile - annual overview edition that covers business, industry, healthcare, education, government, & lifestyle. It is placed in high traffic areas and is used by Chamber of Commerce & Welcome Center
General Newspaper advertising	3,485	2,628	3,150	General Advertising
SUBTOTAL Contractual	**84,406**	**91,691**	**92,213**	
TOTAL DIRECT COSTS	**414,202**	**423,986**	**436,138**	
TOTAL INDIRECT COSTS	**5,475**	**7,929**	**8,156**	Indirect costs @ 1.87%
TOTAL EXPENDITURE	**419,677**	**431,915**	**444,293**	

Clarksdale Municipal Schol District
Magnet School Assistance Program
Booker T. Washington Elementary Schools
International Studies Magnet Elementary School

ITEM **PERSONNEL**	**FY 2013**	**FY2014**	**FY2015**	Explanation
PYP Coordinator Teacher (0.8 FTE) *based on MS MAEP Salary Schedule AA - 35+ years. $660 increment per year	46,496	58,780	59,440	To assist the principal with ensuring the effective and sustainable implementation of all IB curriculum components, unit planning, IB attitudes and learning profiles, community outreach, onsite and offsite professional workshops. ***The role of the PYP Coordinator is a required component of IB implementation and authorization.***
Site Technology and Media Specialist (1 FTE) *Based on MS MAEP Salary Schedule - AA with 19 years experience - $660 yearly supplement	45,500	46,160	46,820	To offer ongoing professional development based on current trends in science, technology, engineering, and mathematics (STEM) (STEM) while ensuring student technology proficiency for college and career readiness.
Cost for substitute teachers at $75.00 per day x 18				Cost for substitute teachers to hold class to allow teachers to attend trainings during contract

teachers x 2 days (each)	2,700	2,700	1,400	hours. (5 teachers have para-professionals and do not need subs)
SUBTOTAL Personnel	**94,696**	**107,640**	**107,660**	
Fringe Benefits	31,815	32,211	31,878	Fringe benefits at 30% Social Security @ 6.20% Medicaid @ 1.450% Retirement @ 14.2% Life insurance @ $144 per year Health Insurance @ $356 per month Workman's Comp @ .0041
SUBTOTAL Fringe	**31,815**	**32,211**	**31,878**	
CONFERENCES & WORKSHOPS				To enable staff to attend International Baccalaureate Organization (IBO) workshops. Location TBD by IBO.
TRAVEL **Level 2 IBO Training for Teachers**				To enable staff to build on previous IBO trainings to reach attain building level capacity through Level 2 PYP workshops. ***IB workshop attendance is a required component of IB implementation and authorization.***
An estimate of the number of trips				
13 instructional staff x 1 trip each year x 2 years = 26 trips over 2 years				
Plane tickets - average $500 x 13 staff	6,500	11,500		Estimated air fare
Hotels average $125 per night x 4 nights x 13 staff	6,500	11,500		Estimated cost of hotels
Expenses				Estimated expenses to and from airport and

Taxis, meals, mileage, etc. x 13 staff ($300 estimate)	3,900	6,900		within city where conference is held Travel for PYP Coordinator to travel to shared school within district
Level 3 IBO Training for Principal, PYP Coordinator, Media & Technology Specialist 3 instructional leaders x 1 trip each year x 3 years = 9 trips over 3 years				To ensure sustainable building level capacity through Level 3 PYP training for the Principal, PYP Coordinator, and Technology & Media Specialist. ***IB workshop attendance is a required component of IB implementation and authorization.***
Plane tickets - average $500 x 3	1,500	1,500	1,500	Average air fair
Hotels for four nights at $125 per trip for 3 staff members	1,500	1,500	1,500	Average hotel costs
Expenses Taxis, meals, mileage, etc. x 3 staff ($300 estimate)	900	900	900	Averages expenses to and from airport and within visited cities
IBO Conference Fees $399 per conference x 55 conferences (46 for instructional staff and 9 for instructional leaders) = $21, 945 over 3 years	10,374	10,374	1,197	Conference fees to attend conference
Magnet Schools of America National Conference fees 4 staff x $675 (each)	2,700	2,700	2,700	Conference fees to attend conference

Air Fare average $500 x 4	2,000	2,000	2,000	Average air fare
Hotels for four nights at $125 per trip for 4 staff members	2,000	2,000	2,000	average hotel charge
Expenses Taxis, meals, mileage, etc. x 4 staff ($300 estimate)	1,200	1,200	1,200	average expenses for travel to and from airport, meals, etc.
Subtotal Travel	**39,074**	**52,074**	**12,997**	
SUPPLIES **Technology**				
iPad 2 16 GB Wi-Fi 10 pack with Apple Care $4,580 x 10 (each)	45,800			To prepare students for advancements in STEM by enabling them to develop theories, conduct research, and present findings using the latest in personal computer technology.
iPad Smart Case $49 each x100 (each)	4,900			To protect iPads
Bretford PowerSync Cart for iPad $2,599.95 each x 4	10,400			To protect, hold, charge, and update 100 iPads.
Apple Apps	3,000			To allow students to add education applications to iPads
				To support inquiry-based instruction in the classroom.Classroom computers

Desktop computers $1200 each x 60 (each) (75) classroom computers	72,000		are currently 4 years old and many are already broken leaving many class-rooms with only 2 working computers. The district standard is 5 desktop computers per class and the average age is 6 years. This means that most of BTW's computers will need to be replaced within the course of the grant in order to ensure uninterrupted use of the computer technology in the classroom
Desktop computers $1200 x 50 (each) computers for the math and reading labs (25 computers in each)		60,000	
Computer Lock Downs $49.99 each x 125 computers	3,749	2,500	To protect desktop computers
4 x Optima PKA31 Pico Palm-size Projector	1,720		To allow teachers and students to consistently use technology through presentations and hands-on learning; this will continue to build upon our integration of Common Core State Standards (CCSS) and college readiness standards
5 x Promethean Boards with projectors @$6,000 ea.	30,000	11,640	
Magnet Themed Books for Library			
Non-fiction and fiction books average price $15 x 2,000 books	30,000		To allow students to complete inquiry-based projects through research. A selection of Spanish Books will be available for independent Spanish comprehension and appreciation through Spanish

				reference books, along with fictional texts
Supplies to Distribute Books				
Library Shelving Double-Faced Shelving (Tall) $769 x 15 (each)	11,535			The library currently has its original shelving from when the school was built in 1959. Many of the shelves have dry-rot and several had to be bolted to the wall to keep them upright
Double-Faced Shelving (Short) $368 x 8 (each)	2,944			
Library Tables and Chairs $169.99 x 7 tables (each)	1,190			Many of the current tables and chairs are missing legs. 7 tables & 30 chairs would accommodate BTW's maximum class size of 27
$39.99 x 30 chairs (each)	1,178			
Circulation Desk	5,277			The librarian does not have a circulation desk to efficiently distribute materials
Classroom Supplies/Software, etc.	13,419			To support literacy efforts & magnet school implementation
Subtotal Supplies	**237,112**	**74,140**	**0**	
Contractual				
Speakers	3,000	3,000	3,000	To provide speakers who can offer insights insights into various cultures and global traditions
Apple Consultants	5,000	5,000	5,000	To assist teachers in utilizing Apple iPad technology effectively and consistently on campus.
Library shelving installation	2,400			cost of instsalling shelves

Subtotal Contractual	**10,400**	**8,000**	**8,000**	
OTHER				
IB Membership Dues	9,500	7,200	7,200	Cost of IBO membership
IB Authorization Visit Fees		3,400	3,400	Cost of authorization visits
Bologna Performing Arts Center, Delta State University average cost $6 per student x 300 students	1,800	1,800	1,800	To allow ALL students to attend live performances during the BPAC's school matinees based on popular children's books and plays. This connects with IB's emphasis on. the arts
Tunica Riverpark & Museum entrance fee $5 x 60 students	300	300	300	To allow students to draw connections between events such as the Spanish Conquistadors, Great Flood of 1927, and development of the levee system. This connects with IB's emphasis on social studies
Memphis Zoo entrance fee $8 x 60 students	480	480	480	To allow students to see the wide diversity of animal life and habitats in the world. This connects with IB's emphasis on science.
Mississippi Museum of Natural Science entrance fee $10 x 60 students	600	600	600	To allow students to draw connections between local and global habitats. This connects with IB's emphasis on science
BB King Museum				To allow students to learn the history and impact of Delta Blues and B.B.

entrance fee $3 x 80	240	240	240	King. This connects with IB's emphasis on the Arts
Subtotal Other	**12,920**	**14,020**	**14,020**	
TOTAL DIRECT COSTS	**426,017**	**288,085**	**174,555**	
TOTAL INDIRECT COSTS	**5,170**	**5,387**	**3,264**	Indirect costs at 1.87%
SUBTOTAL	**431,187**	**293,472**	**177,819**	
TRAINING STIPENDS				To provide training for teachers during off-contract time in the summer to prepare them for theme implementation through curriculum development with the PYP Coordinator and Principal
$150 per day x 13 teachers x 5 days in the summer	9,750	12,025	12,025	
Stipend benefits	2,326			
SUBTOTAL Training Stipends	**12,076**	**12,025**	**12,025**	
GRAND TOTAL	**443,263**	**305,497**	**189,844**	

Magnet Schools Assistance Grant
Budget 2013-16
Kirkpatrick

ITEM **PERSONNEL**	**FY 2013**	**FY2014**	**FY2015**	**Explanation**
Site Magnet Resource Teacher (1FTE) *based on MS MAEP Salary Schedule AA - 35+ years. $660 increment per year	25,601.0	58,780	59,440	To provide support to teachers and students and on-site professional development. To develop a strong program; serve as a liaison between the teachers and consultants, medical experts-in-residence and speakers. To plan and organize training, travel and accommodations; submit appropriate paperwork To supervise district personnel to facilitate articulation with elementary schools To order materials and equipment
Site Magnet Health Teacher (1 FTE) *Based on MS MAEP Salary Schedule - AA with 19 years experience - $660 yearly supplement	27,644	46,160	46,820	To conduct classes in healthy eating, fitness, and medical fields. To be the key player in teaching the students about health, fitness, & the jobs available in the medical fields. To create Health- based lessons with teachers and to maintain Health & medical resources on campus
Teachers to Write Curriculum 5 teachers x $150 per day x 5 days	3,750	3,750	3,750	Teacher will write curriculum for magnet programs while off-contract

Cost for Substitute teachers $75.00 per day x 3 days x 5 teachers subbed for	1,125	1,215	1,215	Cost for substitute teachers to allow teachers to attend trainings during contract hours
Subtotal-Personnel	**58,120**	**109,905**	**111,225**	
Salaries				
Fringe Benefits Subtotal	20,417	32,972	33,668	Fringe benefits at 30% Social Security @ 6.20% Medicaid @ 1.450% Retirement @ 14.2% Life insurance @ $144 per year Health Insurance @ $356 per month Workman's Comp @ .0041%
SUBTOTAL Fringe Benefits	**20,417**	**32,972**	**33,668**	
TRAVEL				
Staff visitations to Other Magnet Programs 13 teachers & 1 administrator @ various times & configurations	3,000	3,000	3,000	To enable staff to learn about the implementation of the themes from other successful magnet schools
Conferences, Institutes and Workshops				

Magnet Schools of America				
Other MSA Conferences Conference fees 5 Staff x $675 (each) 1 time per year	3,375	3,375	3,376	To allow staff to attend various Magnet Schools of America Conferences to learn Best Practices and take ideas back to the District
Air Fare average $500 x 10	5,000	5,000	5,000	Projected airfare
Hotels for four nights at $125 per trip for 10 staff members	1,250	1,250	1,250	Typical hotel registration costs for
Expenses Taxis, meals, mileage, etc. x 10 staff ($300 estimate)	3,000	3,000	3,000	Costs associated with travel to conferences and workshops
SUBTOTAL -TRAVEL	**15,625**	**19,000**	**19,001**	
EQUIPMENT **Health Medical Lab**				
2 x Hospital Beds	10,000			To provide instruction for students in the operation of hospital beds and procedures for dealing with patients in hospital beds
SUBTOTAL **Health Lab Equipment**	**10,000**			

	FY 2013	FY2014	FY2015	
TECHNOLOGY - Supplies				
2Know! Classroom Response System 32 - Renaissance Responders	2,000			This is an interactive system consisting of easy-to-use software, a wireless receiver, and Renaissance Responder that allows students to give immediate responses and teachers to give immediate feedback and check for student understanding
iPad 2 16 GB Wi-Fi 10 pack with cart(s) & Apple Care $1000 x 10 (each)	10,000			To allow students one-to-one iPads for research, reading, math practice. They are portable and easily used in group projects
iPad Smart Cases	2,000			To protect, hold, charge, and update 100 iPads
Peavey XR8300 amplifier, speakers, microphones, cable, speaker stands, phone jacks & labor				To allow music to be amplified in the gym so that larger numbers of students can participate in exercise and dance routines for fitness & health

(quote from Miro's Music, Clarksdale)	1,957			
Physical Education & Health Equipment	18,400			To allow students to become physically fit and healthy
2 Promethean Boards with projectors & 2 laptops	14,000			To allow students to watch exercise shows and medical programs. It can be hooked up to a computer for a live stream
Mobile Computer carts - carts used in hospitals and doctors' offices	5,000			To allow students to gain practice in using mobile technology used in the health fields
SUBTOTAL	53,357	-	-	
Technology Supplies				
Supplies				
Classroom Supplies/Software, Site licenses, etc.	13,637	4,250	4,750	To provide software for hands on student activities related to science studies
Books, CDs, References	8,000	2,041	1,765	To support the exploration of science investigations and the development of explanations using observations along with Computer Science Curriculum
After school intervention and enrichment program materials	6,000	2,237	1,458	Provide theme related and academic support and enrichment to students. This may also apply to physical or health activities
Subtotal	27,637	8,528	7,973	
Instructional Supplies				

Fitness Materials Zumba Fitness Exhilarate Workout w/Zumba Cookbook and SHAPE Subscription	93	To provide instruction for students and teachers can help students with it
Yoga CD	12	To provide yoga instruction for students with teachers' help
The Biggest Loser Workout Mix - top 40 Hits	7	To provide music and exercise with inspiration from Biggest losers for students with teachers' help
Top Ten DJ Mix	23	To provide music & instruction for students with teachers' help
Just Dance	20	To provide music and dance instruction for studenets
Silver Sneakers	25	To provide music and dance instruction for students
SUBTOTAL	180	

Supplies
Health & Medical Lab

2 x Skeletons $1,203.99 (each)	2,420	To provide for instruction in the human body
3 x Body Dummies 2776.92 (each)	8,331	To enable students to learn the proper way to work with patients

2 x ear models 92.86 (each)	186			To enable students to learn about the human ear
2 x Skulls $307.23 (each)	614			To enable students to learn about the human skull
1 x bulletin Board	260			An additional space for posting important information in addition because Promethean Board takes up bulletin board space
White Board	852			To allow students to write on the board with Expo markers
Refrigerator	1,200			To allow for the safe storage of medical supplies
25 x stethoscopes 160 (each)	4,000			To allow students to learn how to use stethoscopes and about the human heart
25 x blood pressure cuffs @ $100.00 (each)	2,500			To allow students to learn how to use stethoscopes and about blood flow
25 x thermometers $50.00 (each)	1,250			To allow students to learn how to use thermometers and the temperature of the human body
20 x thermometer covers 5.64 each (each)	113	113	113	To allow students to learn proper care of medical equipment

35 x microscopes 525 (each)	18,375			To enable students to study organisms, cells, and other items that cannot be seen with the human eye
10 xBlank Microscope slides - $13.00 (each)	130	130	130	Teach students how to prepare blank slides for viewing cells
10 x Lint free lens paper $13.00 (each)	130	130	130	For cleaning slides and microscopes
10 x Standard Microscope104.00 Cleaning sets - $10.40 (each)	104	104	104	To keep microscopes clean
35 x dust covers for microscope $13.00 (each)	455	455	455	To protect microscopes from dust when not in use
25 x microscope lab sets $125.00 (each)	3,125	300	300	To enable students to prepare slides, and view slides
Germ Solutions 5 kits	100	100	100	To allow students to learn how many germs are still on hands and surfaces even after washing
10 x Germicidal Solution 19.80 (each)	198	198	198	To enable students to learn about clearning surfaces
5 x breathing kits $50 (each)	250	250	250	To enable students to learn about their breathing abilities
5 x breathing caps kits	100	100	100	To allow students to participate in

$25 (each)		medical learning opportunities
Asthma Models $75 x 25 (each)	1,875	To allow students to simulate an asthma attack and understand what is happening during one
25 x Lab Safety Glasses $100 (each)	2,500	To protect students' eyes
30H ChemRes Laminate Top Double Book Box 54"L x 24" Wide $336 x 5 (each)	1,680	Give students the right lab furniture so they can experiment safely without damaging equipment. Give proper introduction to world of hands-on experimentation
Poly Combo Chair/ desk Woodstone Top 5 x $88.95 (each)	445	To allow students to work independently
Mesa Double Pedestal Teacher's Desk	520	To allow teacher to prepare lessons and meet one-on-one with students
Apollo Office Chair	263	To go with teacher desk
Lab Storage Space With Glass Doors	1,669	To allow proper storage for lab equipment and materials
4 drawer lateral Filiing Cabinets 3 dx $369 (each)	1,107	To allow for student storage of science experiments results and to allow for teacher storage of lessons and student material

25 x Student lab Coats $21.00 (each)	525	525	525	To protect student clothing
Lab Coat Cabinet	1,000			To hold student lab coats
3 Wheelchairs 1,000 (each)	3,000			To allow students to learn the proper use of wheelchairs
SUBTOTAL	59,277	2,405	2,405	
Health Lab Supplies **Supplies** **Exercise Science**				
CD Player	100			To provide music and health information
Dance, Dance, Revolution	3,000			To allow students the opportunity to participate in physical exercise while learning dance movements
Projector	1,000			To project exercise DVDs
4 x Treadmills	4,000	2,000	2,000	To provide exercise for students, staff, and parents.
4 x Exercise Bikes	4,000	2,000	2,000	To provide exercise for students, staff, and parents
SUBTOTAL **Exercise Science Supplies**	12,100	4,000	4,000	
Supplies				

Vegetable Garden **2 x Augason Farms Non-Hybrid Vegetable Garden Seeds - 16 oz** **$22.42 (each)**	45	45	45	To enable students to participate iin growing vegetables for on-site consumption To enable students to learn about the plant growing cycle
25 x Fiskars Ergo Trowels **$6.97 (each)**	174	174	174	To provide students hands-on experience in planting plants and seeds.
6 x Union Tools Bow Rakes - $23.99 (each)	144	144	144	To provide students hands-on experience in working in a garden
6 x Ames True Temper Poly Leaf Rake $14.93 (each)	90	90	90	To provide students hands-on experience in raking leaves and in helping to keep their campus clean and in using leaves for compost and mulch
6 x Jackson Eagle long-Handle Shovel $10.50 (each)	63	63	63	To allow students hands-on experience in preparing a garden for planting
5 x All Purpose Top Soil 40 Lb Bag @ $1.66 (each)	8	8	8	To allow students the experience in working soil and understanding how different soils are constructed
Rain Barrel for School Garden	450			To model water conservation and provide students with an opportunity to do a project on recycled rain water
Composting Bin for Garden	530			To model and practice recycling nutrients and reducing waste on campus

Recycling Containers	1,300			To encourage students to practice recycling their resources and make the process more accessible to student use
SUBTOTAL	2,804	524	524	
Garden Supplies				
Supplies				
Contractual				
Medical Sciences Professionals in Residence	2,300	2,500	2,500	To provide students with instruction connected to the enhancement of the medical sciences environment
Fitness Experts in Residence	2,300	2,500	2,500	To provide students with instruction connection to the wider world of the Fitness industry including design techniques behind machines
Intervention/enrichment leaders	6,000	6,000	6,000	Hourly pay for qualified intervention/ enrichment leaders
Consultant	1,000	1,000	10,000	To assist teachers in utilizing technology to support the curriculum and maintain technology on campus.
Chef - Hayden Hall 25 x sessions	2,500	2,500	2,500	To enable students, staff, and parents to learn healthy eating and cooking.

Yoga Instructor - Connor Burnham 25 x sessions	2,500	2,500	2,500	To provide exercise and stretching to for students and staff.
Dietician - from local Diabetic Center 5 x sessions	500	500	500	To provide information and discussion for students & staff about what are healthy foods and how to prepare them.
Joe Priest - Physical Trainer and educator 1 - four day training	5,000	5,000	5,000	To provide health and fitness information to staff & education information to use in the classrooms
Physical Therapy 5 x sessions	500	500	500	To provide training for students, staff, and parents in how to exercise properly to avoid injuries and gain the most benefit
Zumba 25 sessions x $20	500	500	500	To provide exercise for students, staff and parents
Personal Trainer - 15 x sessions	5,500	5,500	5,500	To provide instruction for students staff & Parents in proper exercise technique
Subtotal Contractual	**28,600**	**29,000**	**38,000**	
TOTAL DIRECT COSTS	**288,117**	**190,877**	**201,894**	

TOTAL INDIRECT COSTS	**4,500**	**3,569**	**3,775**	Indirect cost rate @ 1.87%
SUBTOTAL	**292,617**	**194,446**	**205,669**	
TRAINING Stipends				To provide training for teachers during off-contract time in the summer to prepare them to implement the theme during the school year
$150 per day x 13 teachers x 5 days in the summer	9,750.0	12,675	12,675	
Stipend benefits	2,326.0			
SUBTOTAL	**12,076**	**12,675**	12,675	
TOTAL COSTS	**304,693**	**207,121**	**218,344**	

Clarksdale Municipal School District
Magnet Schools Assistance Program
HEIDLEBERG ELEMENTARY

ITEM **PERSONNEL**	**FY 2013**	**FY2014**	**FY2015**	Explanation
Site Magnet Resource (VPA)				To provide support to teachers and students and on-site professional development. To develop a strong program; serve as a liaison between the teachers and consultants, scientists-in-residence and speakers. To plan and organize training, travel and accommodations; submit appropriate paperwork
Teacher (.5 FTE)	9,625.00	58,780	59,440	
*based on MS MAEP Salary Schedule AA - 35+ years. $660 increment per year				

				To supervise district personnel to facilitate articulation with elementary schools To order materials and equipment
Site Magnet STEM Teacher (1 FTE) *Based on MS MAEP Salary Schedule - AA with 19 years experience - $660 yearly supplement	20,988	46,160	46,820	To provide STEM support to teachers and students and on-site professional development and workshops for how to implement STEM into the classroom To create STEM based lessons with teachers and to maintain STEM resources on campus
Teachers to Write Curriculum 5 teachers x $150 per day x 5 days	3,750	3,750	3,750	Teacher will write curriculum for magnet programs while off-contract
Cost for Substitute teachers $75.00 per day x 3 days x 5 teachers subbed for	1,125	1,215	1,215	Cost for substitute teachers to allow teachers to attend trainings during contract hours
Subtotal-Personnel Salaries	**35,488**	**109,905**	**111,225**	
Fringe Benefits	12,293	32,972	33,368	Fringe benefits at 30% Social Security @ 6.20% Medicaid @ 1.450% Retirement @ 14.2%

				Life insurance @ $144 per year Health Insurance @ $356 per month Workman's Comp @ .0041%
SUBTOTAL	12,293	32,972	33,368	
Fringe Benefits				
TRAVEL				
Workshops & Conferences				To allow teachers to attend National Science Teachers Association (NSTA)
Fees to attend STEM Forum & Expo Conference fees				STEM Professional Development and Conferences & Institutes, eg Portland Oct. 24-26, Charlotte, Nov. 7-9,
$160 x 5 Teachers	800	800	800	Denver, Dec. 2-14, Boston, Apr. 3-6, 2014
Air Fare average $500 x 5	2,500	2,500	2,500	Projected airfare
Hotels for four nights at $125 per trip for 5 staff members	625	625	625	Typical hotel registration costs for
Expenses Taxis, meals, mileage, etc. x 5 staff ($300 estimate)	1,500	1,500	1,500	Costs associated with travel to conferences and workshops
Magnet Schools of America				To enable teachers and staff to learn the latest in Magnet Schools Best Practices and to take ideas back to the district
National Conference fees 10 staff x $675	6,750	6,750	6,750	
Other MSA Conferences Conference fees 10 Staff x $675 1 time per year	6,750	6,750	6,750	Conferences to be advised according to need and notice by MSA

Air Fare average $500 x 10	5,000	5,000	5,000	Projected airfare
Hotels for four nights at $125 per trip for 10 staff members	1,250	1,250	1,250	Typical hotel registration costs for
Expenses Taxis, meals, mileage, etc. x 10 staff ($300 estimate)	3,000	3,000	3,000	Costs associated with travel to conferences and workshops
Staff visitations to Other Magnet Programs 15 teachers & staff at various times and in various configurations i.e. 3 teachers may visit a VPA school in Jackson, 5 may go to Little Rock, AK at another time depending on need	4,500	4,000	3,000	To enable teachers & staff to learn about the successful implementation of the themes from other successful magnet schools. To articulate with our partner school, Heidelberg STEAM Magnet School and Kirkpatrick Health & Medical Sciences Magnet School Travel for VPA Resource Teacher to travel between Heidelburg & Oakhurst Schools
SUBTOTAL -TRAVEL	**32,675**	**32,175**	**31,175**	

EQUIPMENT

WeatherBug Standard Packet and HD PTZ Package (Installation &				

Equpment)	16,690	To allow students to become familiar with instruments related to weather
Digitarium Epsilon Portable Systems - Portable Planetarium	50,830	To allow in-classroom integration as students study "The Heavens" and learn where we stand in the universe. To serve as a reliable model of the universe that will allow students to form a mental map of the stars and galaxies To allow students to effectively utilize telescopes To create an inter-school collaboration by inviting students from other schools involvement by hosting "Star Nights"
Digitalis Dome (13 to 23 feet)	9,200	To allow students to enter portable planetarium in varying places in the classroom To allow planatarium to be relocated to other sites in the district for sharing with other schools
Robotics Simple Machines Getting Started **Package**	7,394	To enable students to explore a hands-on approach to science, technology, engineering, and math concepts.
Simple Machines II **With Professional Development**	9,498	To enable students, through robotics, to build 21st century skills - problem solving, critical thinking, and teamwork

Simple Machines III **With Professional Development**	9,498	To provide robotic supplies with professional development for teachers
Simple Machines IV **with Professional Development**	9,498	To provide robotic supplies with professional development for teachers
Mindstorms Education **(Robotics Engineering I) With Professional Development**	0	To provide for Robotics Engineering professional development for teachers and materials
Mindstorms Education **(Robotics Engineering II) With Professional Development**	0	To provide for Robotics Engineering materials and training at a higher level
Mindstorms Education **(Data Logging I) with Professional Development**	0	To enable students and teachers to learn how to log data information
Mindstorms Education **(Data Logging II) with Professional Development**	0	To enable students and teachers to learn how to log data information
EQUIPMENT FOR AUDITORIUM		
Curtain for the stage	8,064	To enable students to produce dramatic dance and musical performances with appropriate sound

Stage Equipment	0			To enable students to produce dramatic dance and musical peformances with appropriate sound
Sound System - Technology to Support Arts	15,000			To enable students to produce dramatic dance and musical performances with appropriate lighting.
Lighting, speakers, stage equipment, etc.	24,000			
SUBTOTAL Equipment	**159,671**			
Supplies				
STEM after school intervention and enrichment program materials	5,000	4,500	3,000	For intervention, remediation, and enrichment for students in STEM and Arts related topics
Classrooms supplies, software, etc.	10,813			To support STEAM Implementation
Subtotal	15,813	4,500	3,000	
Instructional Supplies - Laboratory				
Life Science				To encourage students to explore basic concepts of behaviors, shapes, color, textures, order, sound, size, position, and quantity
Instructional Manuals, seeds, plants, instructional CDs for Lab, Math & Science Magazines, Other materials as needed.				
Grade 1	2,310	1,545	1,545	

Lab Manuals, acquaria habitat species, Math & Science Magazines, Other Materials as needed. Grade 2	2,087	1,545	1,545	To allow students to explore seeds and plants and continue through to include aquaria habitats, algae, food chains, and decay
Lab manuals,Science Magazines, acquarium and terrarium animals, Other Materiasl as Needed. Grade 3	5,595	3,569	2,545	To explore the dynamics of plant and animal populations as they observe populations interacting in individual and group acquariums and terrariums
Lab Manuals, seeds, plants, instructional CDs for lab, ph strips, Math & Science Magazines, Other Materials as needed. Grade 4	3,996	3,996	3,996	To enable students to explore the world around them with hands-on investigations To give students the depth of under-standing and concepts of adaptation, abiotic factors, environmental factors, and responses
SUBTOTAL	13,988	10,655	9,631	

Instructional Life Science Supplies

Instructional Supplies
Physical Science

Lab Manuals, Visual Aid posters, instruc-tional CDs, other materials as needed.				To enable students to gain a solid foundation in science. to enable students to gain key concepts such as evidence, objects,

Grade 1	3,596	3,596	3,596	phases of matter, property and serial ordering To develop process skills by classifying, communicating, observing, predicting, and sorting
Instructional Manual, Chemistry Lab Manuals, Electric Circuitry Lab Manuals, resistors, capacitors, batteries, wires, Other related materials as needed.				To enable students to experiment with and react to such key concepts as chemical interaction, electric circuit, evidence interaction, and water cycle. To develop porcess skills including collecting data, experimenting,
Grade 2	3,596	3,596	3,596	inferring, observing, and predicting
Lab Manuals, subsystems variables materials, other materials as needed.				To enable students to develop an in-depth understanding of science through hands-on activities and cooperative learning techniques.
Grade 3	3,996	3,996	3,996	To enable students to develop key concepts including atmosphere variables, energy, subsystems, system earth, and technology
Lab Manuals, Math & Science Magazines, Visual Aid Posters, Other Related Materials, as needed.				To enable students to develop their ability to think flexibly and abstractly. To enable students to participate in interactive activities that give them the ability to describe the relative positions
Grade 4	3,596	3,596	3,596	and motion of the earth, moon, and sun
SUBTOTAL	14,784	14,784	14,784	

Instructional Physical Science Supplies

SCIENTIFIC ENVIRONMENT **Supplies**				To provide technology education at its best by support academic development, science technology, engineering, and mathematics. To allow students to work through a wide range of modules and projects that relate to specific career clusters.
STEM LAB				
27 x Child Safety Goggles	103	103	103	To protect child's eyes
4 x Adult Safety Goggles	20	20	20	To protect adult's eyes
Jars & Vials	68	68	68	storage materials
Dual Lens Magnifiers	29	29	29	magnify items
Disposal Aprons	1,421	2,843	2,843	To protect clothing
Alcohol Wipes	795	1,590	1,590	cleaning supply
Disposable Polyethylene gloves - box of 100	593	1,185	1,185	To protect hands
Plastic Forceps	9	18	9	To pick up items safely
Plastic funnels	8	16	16	To safely pour into smaller containers
lab on Wheels 4 x $999.95 (each)	4,000			mobile lab to go classroom to classroom
Microscopes ($244.99 each)	250	2,500		To examine cells and tissues and other items that the naked eye cannot see
SUBTOTAL STEM LAB SUPPLIES	7,294	8,370	5,861	

To allow students to effectively use technology to impact student achievement

Supplies **Digital Media Arts Room**				To give students a solid foundation in technology To give students a rich creative background in the Arts To give students communication skills necessary to convey ideas in the digital realm
2 x Olympus HD Digital Camera $149.97	300			To take high quality photos
Document Scanner	399			To scan images
Storyboarding Software	1,350	1,350	1,350	To prepare presentations
10 x Laptops with cart	0			For students to work independently
10 x iPads with cart	0			To allow student mobility
Video Camera	700			To video segments for presentations
MacBook	1,039			To be used by teacher for instruction
Sharp 80" HDTV	5,998			To view student presentations
Projector	1,099			To project images for presentations
10 x Microphones	250			To amplify sound for presentations
Dry Erase Board	12			To allow students to work on ideas
Wide Screen High Contrast	350			To be used with projector for presentations
SUBTOTAL **Digital Media Arts Room**	11,496	1,350	1,350	
Supplies **Aviary**				To allow students to learn about the environment, characteristics, habits, and lifecycle of living things.
Indoor Aviary	2,578			To house birds and their supplies
4 x Heat lamp	280			To warm the aviary
Rotating Feeder	723			Gives easy access to feed birds
Polly's Love Nest	18	18	18	Nesting for birds
Safety Enclosure	723			To protect birds and children
Litter Guard	40			To contain litter

Tall to Roof Peak	150			To allow feeding at all heights
4 x Heat lamp Box	280			to warm chicks
Pair of Sun Conure				Birds for the aviary
parakeets	325			Birds for the aviary
8 x Bird toy	28	28	28	to provide appropriate play
2 x Blue Masked				
Lovebirds	45	90	180	birds for the Aviary
4 x Fountain Feeders	16			to provide variety of feeders
2 x Redbilled Firefinc	90	360	360	birds for the Aviary
2 x Small Polly's Love				nesting for the aviary
Nest	98			
8" Perch	9	18	18	perches for the birds
12" Perch	10	20	20	perches for the birds
24" Perch	10	20	20	perches for the birds
8 x Hanging Bucket				hang from the top of cage, filled with
Bird Toys	28	56	56	a variety of bird toys
Hanging Bucket Refills	18	36	36	Refills for hanging buckets
Kaytee-diet Pro Health				appropriate feed for healthy birds
conure & lovebird				appropriate feed for healthy birds
feed	180	360	360	appropriate feed for healthy birds
Kaytee exact veggi				appropriate feed for healthy birds
natural parakeets				
& Lovebird	21	21	21	
Zupreem Fruit Blend				appropriate feed for healthy birds
Canary/Finch Food	147	147	147	
Mini Garden Bird Bath	37			For birds to bathe in
4 x Petco F ountain				hangs on side of cage and holds a
Feeders	16			large volumne of seed
SUBTOTAL	5,869	1,174	1,264	
Aviary				
Supplies				
Acquarium				

5 Aqua Vista Panoramic Wall Mounted Aquarium 1780P Silver (25 Gal) ($1195 each)	5,975			To provide students with the opportunity to study an underwater environment
Fish for Aquarium	2,800	1,500	2,000	To allow students the opportunity to research tupes of fish that can cohabit To allow the students the opportunity to plan the acquarium. To allow students to learn about various ecosystems by housing them in different acquariums
Acquarium Supplies	2,000	2,500	2,000	Supplies such as food, bubblers, heaters, and so forth are a continual expense for acquariums
SUBTOTAL Acquarium	10,775	4,000	4,000	

Supplies - Arts Program		To afford students the opportunity to participate in theatrical performances that incorporate the visual arts in preparing the set and creating props, music through instrumentation, singing, percussion, and dance.
Supplies for Four Annual Productions		
Scripts -		
Charlie & The		
Chocolate Factory -		
40 scripts at $2.50 (each) 100.00	100	
Music	100	Music for play
Percussion instruments 100	100	Percussion instruments for Play
Set/props	200	Set & Props for plan
Costume/dance	400	To provide costumes/dance for play
		To afford students the opportunity to

SchoolHouse Rock				participate in a fully scripted theatrical
40 scripts at $2.50 each		100		performance
Music		100		Music for play
Percussion instruments		100		Percussion instruments for Play
Set/props		200		Set & Props for plan
Costume/dance		400		To provide costumes/dance for play
				To afford students the opportunity to
We are the Dream				participate in a fully scripted theatrical
Full download from				performance
http://childrenstheatreplays.com/wtd.htm				
Masterscript			100	Teacher's directions & Masterscript
Teacher's Guide			10	Teacher's directions for directing play
CD Soundtrack			30	Soundtrack for music
Performance Licence			60	Rights to perform the play
additional licenses			45	Rights to perform additional years or venues
Music			100	music for play
Percussion instruments			100	percussion to add to paly
Set/props			200	set and props for play
Costume/dance			400	costume & dance for play
Fall Program				To afford students the opportunity to
Music		100	150	125 to participate in small performances
set/props		100	150	125 than the major performances to
costume/dance		200	275	225 build acting, singing, and
				confidence skills
Holiday Program				To ensure that all students are
Music		100	125	150 afforded the chance to
Percussion instruments	100	100	100	180 participate in a theatrical
Set/props		200	175	250 performance.
Costume/dance		400	350	375

Black History Program

Music	100	150	125	To help children learn about
Percussion instruments	200	150	100	Black American History through
Set/Props	200	175	150	song, dance, and theater.
costume/dance	200	175	150	
Kindergarten Exit Program				
Music	100	150	125	To allow even the youngest
Set/Props	100	100	100	students to participate in a
Costume/dance	100	100	100	celebratory program
SUBTOTAL	**3,100**	**3,225**	**3,325**	
Theater Supplies				
Supplies				
Visual Arts				Teacher's Toolbox - minimum supplies to service over 300 students per week and build stage sets for four annual productions
2 x Smart-Fab Non-Woven Fabric roll 36" x 600" roll - white ($166.65 each)	333	333	333	To be used in preparing sets on stage
1 x Leapfrog camera & video recorder for the Leapster Explorer - ages 4 to 9	49	49	49	To provide students the opportunity to record findings and use technology to enhance learning.
10 x Sax High-Quality Plaster of Paris - 25 pounds ($15.99 each)	151	151	151	To provide students hands-on activities and the ability to create 3D replicas.
10 x Crayola Easy-to-use self-hardening clay				To provide students the opportunity to create models and replicas.

25 pounds - White ($47.99 each)	480	480	480	
1 x School Speciality Drawing for All complete DVD set - Grades K thru 8 Set of 5	139	139	139	To help teachers instruct students in the art of drawing.
2 x School Speciality jumbo glitter - 2 oz shaker top - set of 8 assorted colors ($18.05 each)	36	36	36	To aid students in the creation of projects and replicas.
1 x Crayola Conical Tip markers classpack - pack of 256 - assorted colors	100	100	100	To aid students in the creation of projects and replicas.
1 x Prang Master pack Crayons - Large Size - case of 200 - 8 assorted colors	49	49	49	To aid students in the creation of projects and replicas.
30 x Crayola Multicultural crayons - 4 x 7/16 - set of 8 - assorted colors ($3.19 each)	96	96	96	To aid students in the creation of projects and replicas.
30 x Crayola Glitter Crayons - Set of 16 Assorted colors ($3.32 each)	100	100	100	To aid students in the creation of projects and replicas.

1 x Surebonder Bulk Mini Dual temperature round glue sticks 4 x 5/16 inches - pack of 560 - clear ($46.51 each)	47	47	47	To aid students in the creation of projects and replicas.
1 x Surebonder all temperature glue gun sticks - 7/16 x 4 inches - pack of 50 - clear	11	11	11	To aid students in the creation of projects and replicas
1 x Surebonder dual temp full-size glue gun - 60 watt $19.84)	20	20	20	To aid students in the creation of projects and replicas
SUBTOTAL	1,611	1,611	1,611	
Teacher's Toolbox				
Supplies				
Visual Arts Thematic Units				
Eric Carle				To afford students the opportunity to learn about the art of Eric Carle "Picture Writer" whose writing and illustrating was inspired by nature
2 x Letters and Numbers Stamp Set ($53.32 each)	107			
2 x Wonderfoam Kids, Scroll, & Standard Font				Links to: Lifecycles - focus on plants (The Tiny Seed) and butterflies (The Very

Alphabet and Number Set of 4 ($18.00 each)	36			*Hungry Caterpillar)* Natural Science - "upcycling" paper to make decorartive art tissue paper with seeds that can be planted Language Arts - Reading Comprehension Writing grade level appropriate poems and text inspired by nature
20 x Hygloss Rainbow Bright 24 page books 81 - 2 x 11" - pack of 6 - White ($15.99 each)	320	320	320	
10 x Childcraft Lined Big Blank Journal - 32 pages ($7.99 each)	80	80	80	To aford students the opportunity to create their own "Picture Writer" book.
3 x Kolorfast Tissue Flower Kit - 10 inches - pack of 84 flowers plus instructions - assorted colors ($6.12 each)	184	184	184	To develop fine motor skills while teaching students about plants and life cycles.
3 x Spectra Deluxe Bleeding Art Tissue 12 x 18 - 100 sheets - 25 color assortment	18	18	18	To help students understand the color spectrum and create mosaic portraits.
1 x Seed to Plant Puzzle ($43.99 each)	44	44	44	To help students understand the life cycle of plants and give opportunities for hands-on science.
1 x hands-on 3D Life Cycle Demonstration Magnets ($66.65 each)	67	67	67	To provide vivid understanding of the life cycle.
1 x Carson Dellosa Life				To display the life cycle and provide

Cycles Bulletin Board Set - 17 x 24" - set of 4 charts ($18.17 each)	18	18	18	visual aids for visual learners.
1 x Lifecyclers Butterfly, Frog, and Plant ($19.99 each)	20	20	20	To provide students visual aids to understand the life cycle.
1 x KNEX Organisms and Lifestyles Set ($119.99 each)	120	120	120	To provide students will hands-on activities and visual representations of organisms.
1 x Rock N Learn DVD Life Science - 59 minutes - Grades 3 - 8 ($31.19)	31			To help audio learners and provide musical avenues to help students understand life sciene.
1 x The Tiny Seed Capsule Terrarium ($20.99 each)	21			To allow students the opportunity to observe seeds germinating and growing.
1 x Creative Teaching Press Life Cycles Series 16 page Book Set Look Once Look Again! - Set of 12 ($58.63 each)	2 2 59			To allow students to make the connection between literature and science. To reinforce the Life Sciences through Art
2 x University Games Artist Who Painted a Blue Horse Game ($22.65 each)	45			To reinforce Art Concepts through games
1 x The Tiny Seed -				To reinforce the Life Sciences through

Big Book Edition (26.65 each)	27			Literature and Art
1 x Arnold Grummer's Garden Molds Classroom Set Elementary ($50.39 each)	50	50	50	To allow students to learn through hands-on experiences
1 x Plant Life Cycle Bulletin Board Set (Set of 20) ($9.32 each)	9	9	9	To afford students the opportunity to reinforce the Plant Life Cycle through daily viewing in the classroom.
2 x Arnold Grummer's Seed paper Flower Classroom Kit ($41.99 each)	88	88	88	To allow students the opportunity to create their own flowers, thus constructing Life Science knowledge through Art.
2 x Lifecycle Stamp Set - Plant Roots ($91.99 each)	64	64	64	To give students the opportunity to explore science through art and by stamping activities
3 x Rubbing Plates ($11.95 each)	36			To allow students to have a kinesthetic approach to learning
3 x Roylco Organics Rubbing Plates 63 - 8 x 12" ($12.12 each)	36	36		To give students a kinesthetic learning experience - ideal for students with special needs
1 x Childcraft Eric Carle Big Books - Softcover - Set of				To give students the opportunity to link art and literature

($103.99 each)	104			
1 x Harper Collins Publishers Eric Carle Children's Books Collection Set of 5 ($125.93 each)	126			To help students make the connections between art and literature
SUBTOTAL	1,714	798	762	
Eric Carle Thematic Units				
Supplies				
Rock 'N Read				
1 x Fandex Painters (13.99 each)	14			To create a young artists library corner.
1 x Lives of the Artists: Masterpieces: Messes (and What the Neighbors Thought) ($29.40)	29			To create a workstation solution for students with special needs and latecomers, early finishers.
1 x Stores About Art	213			To inspire student to make Masterpieces of their own.
1 x ABC Paint Brush 6'6" Round Carpet ($270.95 each)	271		271	To inspire students to make masterpieces of their own.
1 x Dixie Seating Adult Rocker ($212.95 each)	213			To provide a place for the teacher to read to students or for students to read to themselv es

1 x Scholastic Getting to know the World's Greatest Artists Books-Set of 30 ($229.99 each)	230			To enable students to learn about the Great Artists
1 x Harper Collins Publishers Caldecott Paperback Book Set of 6	50			To allow students to make connections between Art, Literature, and other themes
SUBTOTAL Rock-n-Read	1,020		271	
Supplies				
Map Skills				
3 x Jack Richeson Artist Paintstiks Triangle Rubbing Plates pks of 6 (11.95 each)	36	36	36	To allow students to have a kinesthetic approach to Art - useful for special needs students
2 x Learning Resources Giant Foam Floor Pattern Blocks 49 piece Asst colors (39.99 each)	80			To allow students to learn about patterning by creating their own patterns through play
2 x Party Art The Ultimate Quilt Painting Kit 29x32 (74.65 each)	149	149	149	To enable students to gain an understanding of quilting through a hands-on activity

4 x Educational Insight Classroom quilt Pocket Chart	197			To enable students to make links between quilts, history, math, and art
10 x Arnold Grummer Class Quilt 30 project squares (14.79 each)	148	148	148	To enable students to create their own quilt project
1 x Roylco Geoquilts (21.95 each)	22	22		To allow students to create their own paper quilts through utilizing reprod-ucible line drawings of 28 quilt patterns.
SUBTOTAL	632	355	333	
Map Skills				
Supplies				
Light Sulpture Station				Provides students with the opportunity to build free standing sculptures and experiment with light and the reflections of the rainbow spectrum Links to Math and science.
1 x Magna Tiles Clear Geometric Magnetic Plastic Tiles 100 pcs. (160.00 each)	160		160	To allow students to create 2D and 3D objects and shapes which allow students to learn about shapes, symmetry & spatial concepts through play.
1 x Marvel Education Mirrored Hardwood Blocks up to 5 1/2 x 51/2x 11/2 inches set 0f 8 (57.32 each)	57		57	To allow students to develop spatial concepts, shapes, & symmetry through active construction play with geometric shaped hardwood blocks.

1 x Tabletop Light Box (402.95 each)`	403			To allow students to explore color and light.
1 x Guidecraft Rainbow Blocks Hardwood with Primary Colored Plexi Windows set of 30 (86.65 ea.)	87			To allow students to explore color by creating new colors, classify by color and shape, identify shapes, and make forms and models.
1 x Prism Bricks 175 pc. (114.65 ea.)	115			To allow students to work with lights table and learn the properties of light as they "mix" colors using light.
1 x Learning Resources Clear Plastic Geometry (22.65 each)	23			Allows children to explore the concept that different geometric shales hold the same volume.
SUBTOTAL	845		217	
Light, Sculpture Station: African Mask-Collage 3-D art links to: Black History Picasso World Studies				To enable the students to explore mask making and the early history of art. Students explore how the history of art has shaped our cultures.
2 x Hygloss Metallic Foil Paper- 8 1/2 x 10 inches pk of 24 Asst colors	13	13	13	To enable the student to create art

10 x Roylco African Textile Paper- 8 1/2 inch Pk of 32 Asst col (5.59 each)	56	56	56	To enable student to work with African Textile Papers and gain an understand of African Textiles
3 x Roylco Animal Skin Rubbing Plates 7x7 inches set of 6 (9.09 each)	27			Allow student to make realistic animal skins on paper.
10 x Roylco African Mask Classroom Kit (23.59 each)	236	236	236	To enable the student to engage in a hands-on learning project with African masks
2 x Clearsnap Inkums Rubber Stamp Multi cultural Set 1-2 inches Set of 12 stamps and 3 inkpads (15.82 each)	32		32	To enable students to understand the art of other cultures
2 x Chenile Kraft Multicultural Dimension Masks Pk of 24 (6.95 each)	14	14	14	To allow students to participate in a hands-on experience in making masks
1 x Masks for Many Ciltures Video (49.03 each)	49			
2 x Bucket O'Shells Natural Mix (9.65 each)	10	10	10	To enable students to decorate masks
2 x School Specialty Raffia Vari-Color				To enable students to create and

1 lb Pack of 6 Asst. Co (9.25 each)	19	19	19	decorate masks as part of a hands-on learning experience
2 x Fadeless Safari Print Paper12x 18 inches 24 sheets (8.49 each)	17	17	17	To enable students to utilize paper to create masks and related art
2 x School Smart Asst Shape Wood Beads pf of 40 (7.89. each)	16	16	16	To enable students to create necklaces and decorate ethnic artwork
1 x Kraft Rhinestones Asst sizes pf of 375 Asst colors (8.99 each)	9	9	9	To enable students to utilize their creative energies
1 x Roylco World Culture Asst Arts and Craft Kit (67.99 each)	68	68	68	To enable students to understand other cultures through art.
1 x School Smart Gold Pony Beads pk of 500 Gold, Silver & Copper (7.89 each)	8 8	8	8	To enable students to engage in a hands-on learning experience
3 x School Smart Asst Shape Wood Beads 5/8 to 2 inch pk of 75 asst colors ($9.05 each)	27	27	27	To use in the creating of masks and other artwork
1x Amaco Designer				

Push Molds Tribal Theme Set (6.69 each)	7	7	7	To enable student to explore African Tribal art
1 x Roylco Masks of the World Poster and Mold Set (17.25 each.)	17	17	17	To enable the student to view masks throughout the world
SUBTOTAL African Mask-Collage	631	515	547	
Picasso- Cubism and The Dove of Peace series/ line drawing, found art wire sculpture, collage				Links to: Math- Symmetry plotting on a grid Social Studies-Influences of War/ Guernica Timeline of an inlfluential artist. Natural Science- "Upcycling", Using found objects to create sculpture/art Dance/P.E. Movement, accurate interpretation of line, understanding spatial relationships.
1 x Getting to Know The Worlds Greatest Artisit Picasso (9.99 each)	10			Allows students to learn about the history of Picasso's life and influences in his art.
1x Picasso and the girl with a ponytail book (8.99 each)	9			Allows students to familiarize themselves with Picasso's works to better understand the style of art.
1 x Catch Picasso's Rooster-Touch the	13			Allow students to explore art in a tactical manner, beneficial to special need students.

Art (12.95 each)				
5 x Twisteez Craft Sculpture Wire 5 ft Pk of 200 Asst colors (31.99 each)	160	160	160	Afford students the opportunity to experiment with 2D and 3D sculpting while exploring lines and spacial relationships. Students will learn the value of up-cycling found objects.
2 x Sax Colored 30 Guage Art Wire 25 ft. Spools set of 10 Asst. (22.99 each)	46	46	46	Grant students the ability to explore wire sculpting in a hands on environment. Students will discover their inner artist while building confidence and pride in their work.
1 x Roylco Fabulous Portrait Stencils (10.99 each)	11	11	11	To enable students an opportunity to self reflect and self express.
SUBTOTAL	249	217	217	
Picasso Supplies Van Gogh-Still Lifes, Landscapes and Protraits				Links to: Healthy, edible still life painting The New Food Pyramid Social Studies-The Japanese influence on European artists. Character Education- The many faces of emotions multiple intelligences.
1 x Sax Nature Impressions Flowers Assorted sizes set 0f 5- Tan (33.59 each)	34	34	34	To allow students to create Van Gogh style flowers

1 x Crystal Productions self Portraits DVD Peggy Flores (29.95 each)	30			To allow students to learn about self-portraits
2 x Sax Medium duty Single Sided self Portrait mirror with base 8 1/2 x 11 inches pk of 12 (81.49 each)	163			To give students a hands-on experience in creating their own self-portraits
1x Japan Reading Comprehension Social Studies cards (12.17 each)	12			To create reading links thorugh Art
2 x Japanese Rice Paper 24x 22 1/2 (6.49 each)	13	13	13	To engage studenets in creating Art of many cultures
1 x Sax Sumi Japanese Ink Painting Classroom Starter Pack (175.99)	176			To give students the opportunity of creating Japanese style ink paintings
1 x Camille and the Sunflower: A Story about Vincent van Gogh Book (15.99 each)	16			To engage the students through literature and Art in gaining knowledge about one of greatest artists
1 x Border Sunflowers Jumbo (5.49 each)	5	5	5	To give students a visual of a sunflower to utilize as a model
1 x Getting to Know the World's Greatest				To enable students to learn about Van Gogh

Artists DVD: Van Gogh Grades k-8 (39.99 each)	40	
1 x Getting to Know The World's Greatest Artist-Van Gogh (9.99 each)	10	Expose children to the fine works of famous master artists at an early age
1 x Make Van Gogh's Bed-Touch the Art (12.95 each)	13	To enable students to engage in art through various senses
1 x Roylco Fine Art Rubbing Plates Set A-8x9 1/2 inches set of 6 (8.89 each)	9	To enable students to create their own Fine Art through the use of rubbing plates
2 x Sax Go Fish for Art-Van Gogh & Friends (11.99 each.)	24	To enable the students to gain knowledge through play and games
1 x Express Yourself Activities and Adventures in Expressionism (15.74 each)	16	To enable the students to learn about Expressionism through a hands-on experience in creating Expressionistic Art of their own
1 x Knowledge Unlimited Art History Poster Sets 19x25 inches set of 10 (52.49 each)	52	To enable the student to place Art in context in history and to make historical links with Art

1 x Knowledge Unlimited Art History Masterworksof Art Poster Sets 19x25 inches set of 8 (41.99 each)	42			To enable the student to place Art in context in history and to make historical links with Art
1 x Kid-Drawn Emotions Bulletin Board Set (11.99 each)	12			To anble students to express emotions through viewing the work of other children
1 x Photographic People and Emotions Learning Card-Class room Set	39			To enable students to identify emotions through facial cues
1 x Color Sequence Emotions Pragmatic and Social Skills Builder (69.99 each)	70	70	70	To enhance the social skills of students through the use of color and art.
SUBTOTAL	776	122	122	
Van Gogh - Landscapes Still Lifes and Portraits				
Paints Watercolor and Acrylic Supplies Canvases object to paint to service over 300 students weekly				To enhance student learning by providing them the opportunity to use art medium and help develop an appreciation for art.
1x Sax Florescent Liquid Watercolors	4	4	4	To enhance students' appreciation for art.

Blue (4.45 each)				
2 x Sax Non Toxic Versatemp Pearl Tempera Paint Pint set 0f 8 Asst col (43.79 each)	88	88	88	To use in conjunction with paints to help enhance students' appreciation for art.
1x Chromacryl Acrylic Essentials 5 gallon set of 6 (89.99each)	90	90	90	To provide a medium for students to explore their appreciation for art.
1 x Sax True Flow Acrylic Paint 1 pint set of 6 asst flouresce colors (30.92 each)	31	31	31	To provide a medium for students to explore their appreciation for art.
2 xChroma Chromacryl Premium Acrylic paint 12 gallon (109.99 each)	220	220	220	To provide a medium for students to explore their appreciation for art.
2 x Handy Art Glow in the Dark Acrylic Kit 6 2oz bottles asst col. (29.99 each)	60	60	60	To help students understand and appreciate the differences of the use of different art mediums.
1 x Dynasty C-400 Synthetic Round Brushes-Assorted sizes set of 72 clear handles with blue brushes (64.58 each)	65	65	65	To use in conjunction with paints to help enhance students' appreciation for art.

4 x Crayola Multicul Washable Paints 8 ounces set 0f 8 assorted skin tone colors (19.95 each)	80	80	80	To allow students the opportunity to explore life-like art subjects and learn an appreciation for different ethnicities
2 x Sargent Art Art Time Washabe Glitter Tempera Paint set of 8 Asst colors (22.49 each)	45	45	45	To afford students the ability to experiment with different mediums and explore self expression through art.
2 x School Smart Non Toxic Tempera Poster Markers 2 oz. set of 12 asst colors (20.54 each)	41	41	41	To allow students to explore larger scale art mediums and work in groups to collaborate on one large art piece.
2 x School Smart Tempra Paint Dauber Tip Poster Markers 2 oz. Set of 6 multiple Fluroscent colors (19.35 each)	39	39	39	To allow students to explore larger scale art mediums and work in groups to collaborate on one large art piece.
4 xSargent Art Chroma Reusable Paint Dispen with Dauber Tips pk of 10 (13.76 each)	55	55	55	To allow students to work with appropriate supplies necessary for creative experiences.
4 x Sax Deluxe Wood Easel 13 3/4x 3/4 Natural (47.96 each)	192	192	192	To allow students to work with appropriate supplies necessary for creative experiences.

3 x Sargent Washable Liquid Watercolors 8 oz. Set of 10 asst col. (44.79 each)	134	134	134	To allow students to experiment with creativity by experimenting with different mediums.
2 x Royal Aqua Flo Watercolor Brushes Classroom Asst pack of 36 (41.99 each)	84	84	84	To allow students to experiment with different mediums and the proper equipment with which to use the different mediums.
10 Plain Cotton Canvas Apron 20 x29 Apron (4.83 each)	48	48	48	To protect the students personal belongings from expected messes while expressing creative energies.
10 Sax Design Your Own Large Apron Cotton (8.99 each)	90	90	90	To allow students an opportunity to display self expression while simotaniously protecting students personal belongings.
1 x Sax Individual Art Mural Kit 73x36 inc Easel and Two 32x63 1/2 inch canvases (239.99 each)	240	240	240	To allow students the opportunity to learn teamwork through collaborating on a large scale piece of art. Build confidence through seeing their art displayed through out the school building.
20 x School Specialty Cotton Canvas Tote Bag 11x14 White (3.99 each)	80	80	80	To allow students the opportunity to experience art outside of the classroom and encourage students to work independently when the urge to create hits.
10 x Crescent Canvas Board 15x20 pk of 15 (39.99 each)	40	40	40	To allow students durable mediums on which to create.

6 x Fredrix Mural Paint Canvas 32x63 1/2 inches White (39.99 each)	240	240	240	To allow students durable mediums on which to create.
5 x Sax Genuine Canvas Panel 18x24 inch Case of 36 White (97.99 each)	490	490	490	To allow students each their own durable medium on which to create.
5 x Sax Genuine Canva Panel 14x18 inch case of 36 White (66.99 each)	335	335	335	To allow students each their own durable medium on which to create.
1 x Royal Brush Clear Choice Classroom Caddy Asst colors set of 72 Brushes and 1 Caddy (132.99 each)	133	133	133	To afford students the ability to participate in creative studies while utalizing the proper supplies necessary to do so.
2 x Sax Slightly Imperf Quality Brush Asst siz set of 42 Asst colors (26.99 each)	54	54	54	To afford students the ability to participate in creative studies while utalizing the proper supplies necessary to do so.
12 x Sax Paint Saver Palette with Cover (13.49 each)	162	162	162	To allow students to work at their own pace with the option to put work to the side and come back to it later.
				To allow students to experiment with

				the way that water color paints work on different paper types.
2 x Fabriano Studio Watercolor Paper School Pack 90#-9 (19.99 each)	40	40	40	To allow students to learn different water color techniques through a recognized program.
1 x VHS 3 Part Watercolor Program (36.75 each)	37	37	37	To allow students to experiment with the way that water color paints work on different paper types.
2 x Fabriano Studio Water Paper School Packs (38.99 each)	78	78	78	To allow teachers the ability to protect their personal belongings while assisting students in the creative process.
4 x School Smary Vinyl Art Aprons Adult Smoc (8.45 each)	34	34	34	
SUBTOTAL				
General Art Supplies	3,327	3,327	3,327	
		55,003	**53,622**	
CONTRACTUAL				
STEM				
Schoolwide Project **Consultant for our** Planetarium and **GPS Technology**	3,750	3,775	3,800	To expose the students to the connection between space technologies and careers in their own backyard. To expose the students to the universe.
Speakers	3,000	3,000	3,000	To provide inspirational speakers and connect students to their

				community and their role in the larger world
Scientists in Residence Debby Chessin, Ph.D University of Mississippi GLOBE instructor & Scientist	2,300	2,500	2,500	To provide students with instruction connected to the enhancement of the scientific environment
Artists in Residence Lenagene Waldrup	2,300	2,500	2,500	To provide students with instruction connection to the enhancement of the Arts.
Intervention/enrichment leaders	6,000	6,000	6,000	Hourly pay for qualified intervention/ enrichment leaders
Consultant	1,000	1,000	1,000	To assist teachers in utilizing techhology to to support the curriculum and maintain technology on campus
Subtotal Contractual	**18,350**	**18,775**	**18,800**	
OTHER				
Bologna Performing Arts Center, Delta State University average cost per ticket $25 per student x 25 students	625	625	625	To give students the experience of a professional performance in a professional atmosphere

	700	700	700	To afford students the opportunity to view professional performances in a professional atmosphere
Tunica Riverpark & Museum - entrance fee $5 x 25 students	125	125	125	To afford students the opportunity to learn about our local history, nature, and culture. Students can learn the connections between events such as the Great Flood of 1927, life of the Native Americans, the Spanish Conquistadors, and the ecology of the river area. They are see below the river level to see turtles, gar, & fish
Georgia Acquaium - entrance fee				
Discovery Lab Program - $16 per Student x 25 students	400	400	400	To allow students to explore the wide variety of marine life and to have the opportunity to discover the oceans.
Memphis Zoo Entrance fee $5 per student x 25 students	125	125	125	To afford students the opportunity to explore the wide diversity of animal life and habitats in the world and to see first the animals in a simulated habitat
SUBTOTAL	**1,975**	**1,975**	**1,975**	
Other				
DIRECT COSTS	**354,378**	**250,805**	**250,164**	
INDIRECT COSTS	**5,000**	**6,586**	**6,586**	Indirect costs @ 1.87%

SUBTOTAL	**359,378**	**257,391**	**256,750**	
TRAINING Stipends				To provide training for teachers during off-contract time in the summer to prepare them to implement the theme during the school year.
$150 per day x 13 teachers x 5 days in the summer	9,750	12,675	12,675	
Stipend benefits	2,326			
SUBTOTAL Training Stipends	**12,076**	**12,675**	**12,675**	
GRAND TOTAL	**371,454**	**270,066**	**269,425**	

Clarksdale Municipal School District
Magnet School Assistance Program
OAKHURST INTERMEDIATE ACADEMY

ITEM **PERSONNEL**	**FY 2013**	**FY2014**	**FY2015**	Explanation
PYP Coordinator Teacher (.2 FTE)	11,624	11,756	11,888	To assist the principal in implementing the theme and to be responsible for ensuring all components of the PYP curriculum, unit planning, IBO attitudes and learning profiles, community outreach, onsite and offsite professional workshops are in place for teachers and other staff. ***The availability of a PYP Coordinator is a required component of IB implementation and authorization.***
*based on MS MAEP Salary Schedule AA - 35+ years. $660 increment per year				

VPA - Magnet Resource Person **(.5 FTE)**	9,625			To provide VPA support to teachers and students and on-site professional development and workshops for how to implement VPA into the classroom to create VPA based lesson with teachers and VPA resources on campus.
Site Magnet STEM Teacher (1 FTE) *Based on MS MAEP Salary Schedule - AA with 19 years experience - $660 yearly supplement	23,600	46,160	46,820	To provide STEM support to teachers and students and on-site professional development and workshops for how to implement STEM into the classroom To create STEM based lessons with teachers and to maintain STEM resources on campus.
Teachers to Write Curriculum 10 teachers x $150 per day	1,500	1,500	1,500	Teachers will write curriculum for magnet programs while off-contract
Cost for Substitute teachers $75.00 per day x 3 days each x 25 teachers	5,625	5,625	5,625	Cost for substitute teachers to allow teachers to attend trainings during contract hours
Subtotal-Personnel Salaries	**51,974**	**65,041**	**65,833**	
Fringe Benefits	16,876	19,512	19,750	Fringe benefits at 30% Social Security @ 6.20% Medicaid @ 1.450%

				Retirement @ 14.2% Life insurance @ $144 per year Health Insurance @ $356 per month Workman's Comp @ .0041%
SUBTOTAL **Fringe Benefits**	16,876	19,512	19,750	
SUBTOTAL **Personnel**	**68,850**	**84,553**	**85,583**	
TRAVEL **CONFERENCES & WORKSHOPS**				
Level 1 & 2 IBO Training for Teachers				
An estimate of the number of trips 8 instructional staff x 1 trip each year x 2 years = 46 trips over 2 years				To enable principal & staff to attend International Baccalaureate organization principle training. Location TBD by IBO.
Air fare average $500 x 8 staff	4,000	4,000		To enable staff to build on previous IBO trainings to reach the building level capacity.
Hotels average $125 per night x 4 nights x 8 staff	1,000	1,000		To ensure that all instructional staff will be certified through level 2 which requires attending IBO training for two consecutive years. Year 1 = Level 1 IBO Training for those not previously trained. Year 2 = Level 1 for returning teachers and Level 1 for new teachers. Carry-over into year 3 for any new teachers in that year and for year 2 first year teachers
Expenses Taxis, meals, mileage, etc. x 8 staff ($300)	2,400	2,400		

Conference fees $699 x 8 staff	5,592	5,592		Fees to register for IBO Training within the US.
Level Three IBO Principal Training 3 x Trips PYP Coordinator, Technology & Media Specialist, Building Level administrator				Travel for PYP Coord. & VPA Teacher to travel between schools PYP Coordinator, Technology & Media Specialist, Building Level Administrator must all be certi-fied in IBO through Level 3
IBO Conference Fees $699 x 3 staff			2,097	To certifiy above staff in level 3 IBO principles
Air Fare - average $500 x 3			1,500	Projected airfare
Hotels for four nights at $125 per trip for 3 staff members			3,000	Typical hotel registration costs for conferences
Expenses Taxis, meals, mileage, etc. x 3 staff ($300 each)			900	Costs associated with travel to conferences and workshops
Travel PYP	12,992	12,992	5,400	

STEM **Workshops & Conferences**				To allow teachers to attend National Science Teachers Association (NSTA)
Fees to attend STEM Forum & Expo Conference fees $160 x 5 Teachers	800	800	800	STEM Professional Development and Conferences & Institutes, eg Portland Oct. 24-26, Charlotte, Nov. 7-9, Denver, Dec. 2-14, Boston, Apr. 3-6, 2014

Air Fare average $500 x 5	2,500	2,500	2,500	Projected airfare
Hotels for four nights at $125 per trip for 5 staff members	625	625	625	Typical hotel registration costs for
Expenses Taxis, meals, mileage, etc. x 5 staff ($300 estimate)	1,500	1,500	1,500	Costs associated with travel to conferences and workshops
SUBTOTAL **Stem Travel**	5,425	5,425	5,425	
Magnet Schools of America National Conference fees 10 staff x $675	6,750	6,750	6,750	To enable teachers and staff to learn the latest in Magnet Schools Best Practices and to take ideas back to the district.
Other MSA Conferences Conference fees 10 Staff x $675 1 time per year	6,750	6,750	6,750	Conferences to be advised according to need and notice by MSA.
Air Fare average $500 x 10	5,000	5,000	5,000	Projected airfare
Hotels for four nights at $125 per trip for 10 staff members	1,250	1,250	1,250	Typical hotel registration costs for
Expenses Taxis, meals, mileage, etc. x 10 staff ($300 estimate)	3,000	3,000	3,000	Costs associated with travel to conferences and workshops

Staff visitations to Other Magnet Programs 15 teachers & staff at various times and in various configurations i.e. 3 teachers may visit a VPA school in Jackson, 5 may go to Little Rock, AK at another time depending on need	4,500	4,000	3,000	To enable teachers & staff to learn about the successful implementation of the themes from other successful magnet schools. To articulate with our partner school, Heidelberg STEAM Magnet School and Kirkpatrick Health & Medical Sciences Magnet School
Conferences, Institutes and Workshops example - Professional development Workshops available at Georgia Museum prior to student fieldtrips - prices vary according to workshop chosen	9,550	8,350	9,200	To provide teachers and staff members with the opportunity to learn the latest in regard to STEM implementation, VPA, IBO, or Language Immersion
SUBTOTAL Magnet & Other Travel	36,800	35,100	34,950	
SUBTOTAL -TRAVEL	**55,217**	**53,517**	**45,775**	
EQUIPMENT **STEM**				To enable students to explore a hands-on approach to science, technology, engineering, and math concepts.
STEM Lab (to include student laptops)				To enable students, through robotics, to build 21st century skills - problem

and/or Mindstorms Education Robotics System with professional development	150,000		solving, critical thinking, and teamwork
Office Furniture	12,629		To support STEM & visual & performing arts
Mindstorms Education **(Robotics Engineering I) With Professional Development**	0		Students will learn to use input and output devices and producing a simple set of sequential instructions linking cause and effect AND to provide for professional development for teachers so they can provide effective instructional delivery
Mindstorms Education **(Robotics Engineering II) With Professional Development**		17,667	Students will solve three real-world robotics engineering problems. students learn engineering as they continually develop solutions to robotic challenges currently found in agriculture, security and energy
Mindstorms Education **(Data Logging I) with Professional Development**	0		Students will learn scientific inquiry process when gathering and analyzing data sets. students will learn how to integrate math and science using physical constants, units of measurement, coordinate sustems, min, max, mean and linear formulas
Mindstorms Education **(Data Logging II) with Professional Development**		12,684	
SUBTOTAL	0	30,351	

Robotics				
EQUIPMENT				
Auditorium				
Curtain for the stage	9,000			To enable students to produce dramatic dance and musical performances with appropriate sound
Stage Equipment	0			To enable students to produce dramatic dance and musical peformances with appropriate sound
Sound System - Technology to Support Arts	15,000			
Lighting, speakers, stage equipment, etc.	25,000			To enable students to produce dramatic dance and musical performances with appropriate lighting.
SUBTOTAL Equipment for Auditorium	49,000			
SUBTOTAL Equipment	**49,000**	**30,351**		

	FY 2013	**FY2014**	**FY2015**	
TECHNOLOGY - STEM				
Supplies				
New Inspirion 15R Special Edition		58,462	32,885	To provide one-to-one access for students and to allow a high use

Laptops x 32 ($1826.95 each)			of technology within the classroom, thus overcoming the digital divide faced by many of our students. To provide access to the Internet, Powerpoint, Prezi to allow students to research and create presentations
20-Unit Advanced laptop Charging Cart Part #NCCD30BK/SM5 (2,199.00 each)	4,398	2,199	To encourage larger groups of students to utilize technology equipment in These Charging Carts will house Inspiron 15R laptop computers bought in years 2 and 3
Virtual Labs Inquiry Investigations Biotechnology Applications Curriculum Model	0		To allow students to participate in laboratory experiments in a virtual lab so that they can participate in activities for which the school may not have the resources
Inquiry Investigations Biotechnology Applications Refill Package	210	210	To allow upcoming students to participate in the virtual model in each year
Inquiry Investigations Biotechnology Applications Curriculum Guide	0		To provide guidance for the teacher to teach the modules
Inquiry Investigations Biotechnology			To allow access to the virtual models each year

Applications Curricu-lum Resource CD-ROM - Network license	0	300	300	
Subtotal Technology Supplies	-	**62,860**	**35,084**	
Supplies				
Site Licenses, Software, & General Supplies	16,452	5,000	5,000	To provide software for hands on student activities related to science studies
National Science Teachers Association (NSTA) on-line professional development subscription $99.99 per teacher x 6 teachers	800	800	800	To provide teachers with an on-line professional development tool with over 10,000 resources for teachers to pick and choose from to build their own personalized professional development path. Allows for cross-curricular planning and collaboration.
Books, CDs, Reference	0	3,500	3,000	To support students' exploration of science investigations and the development of explanations using observations along with Computer Science Curriculum
Mindstorms, Children Computers,and Powerful Ideas by Seymour A. Papert 12 copies x 18.72	0			Book to be used in PLCs and as a resource for teachers explaining the purpose behind robotics for children; "children can learn to use computers in a masterful way and that learning to use computers can change the way they learn everything else."

Lego Mindstorms and Renewable Energy Activity Pack	0			Provides teachers with lesson plans to provide students with the opportunities to build, program, operate, innovste, observe, and think critically about a working power station with connections to real-world use of energy.
PYP, VPA , Spanish or STEM after school intervention and enrichment program materials	0	5,000	5,000	Provide materials to support intervention and enrichment programs related to STEM, VPA, Spanish or PYP
Subtotal	**17,252**	**14,300**	**13,800**	
Instructional Supplies - Laboratory Environmental Science				
The Power Wheel Basic Bundle $179.95 x 5	0			Students will learn how to generate electricity with the micro hydro generator. Students will learn about energy, hdro-power, and other renewalble sources of energy.
The powerwheel Incandescent Light $12.95 x 12	0	155	155	Students learn the difference in efficiency between LED lights and incandescent Lights
Miuni Steam Engine	0			Allows student to understand how

				heated water creates steam that can power an engine
Oil Spill Kit 5 x 49.95	0	250	250	Students design and carry out a plan to clean up a simulated oil spill.
Solar Cells $9.95 each x 20	0	199	199	Enables students to work with solar cells to understand the function behind them and how they can produce energy
Power House	0			Introduces students to regenerative energy sources withle teaching basic concepts & principals in physical science
Multi Project solar Kit $19.95 each x 60 students	0	1,197	1.197	Mini Solar Kits teach students the benefits of solar energy while they build small toys powered by the sun
Grade 5 Lab Manuals, Science, Technology, Engineering, Math Magazines, Other materials as needed	0	1,545	1,545	Students will have lab manuals for instructions and magazines and other materials for independent reading and research
Grade 6 Lab Manuals, Science, Technology,				Students will have lab manuals for instructions and magazines and other

Engineering, Math Magazines, Other materials as needed	0	1,545	1,545	materials for independent reading and research
SUBTOTAL Environmental Studies	**0**	**4,891**	**3,695**	
Instructional Life Science Supplies **Instructional Supplies Physical Science** Lab Manuals, Visual Aid posters, instructional CDs, other materials as needed	0	3,596	3,596	To enable students to gain a solid foundation in science. To enable students to gain key concepts such as evidence, objects, phases of matter, property, and serial ordering
Instructional Manual, Chemistry Lab Manuals, Electric Circuitry Lab Manuals, resistors, capacitors, batteries, wires, Other related materials as needed.	0	3,596	3,596	To enable students to experiment with and react to such key concepts as chemical interaction, electric circuit, evidence interaction, and water cycle. To develop process skills including collecting data, experimenting, inferring, observing, and predicting.
Lab Manuals, subsystems				To enable students to develop an

variables materials, other materials as needed.	0	3,996	3,996	in-depth understanding of science through hands-on activities and cooperative learning techniques. To enable students to develop key concepts including atmosphere variables, energy, subsystems, system earth, and technology.
Lab Manuals, Math & Science Magazines, Visual Aid Posters, Other Related Materials, as needed.	0	3,596	3,596	To enable students to develop their ability to think flexibly and abstractly. To enable students to participate in interactive activities that give them the ability to describe the relative positions and motion of the earth, moon, and sun.
SUBTOTAL	**0**	**14,784**	**14,784**	
Instructional Physical Science Supplies				
SCIENTIFIC ENVIRONMENT				
Supplies				
STEM LAB				To provide technology education at its best by support academic development, science technology, engineering, and mathematics. To allow students to work through a wide range of modules and projects that relate to specific career clusters. Career Clusters are organized under two career pathways; Engineering and Technology or Science & Math. Examples include; Biologist, micro-biologist, chemist, Mathematician, Technical Writer, Atmospheric or Space Scientist,, Post-secondary
27 x Child Safety Goggles	0			
4 x Adult Safety Goggles	0			
Jars & Vials	0			
Dual Lens Magnifiers	0			
Disposal Aprons	0	81	81	
Alcohol Wipes	0	8	8	
Dual Lens Magnifiers	0			
Disposable Polyethylene gloves - 2 x box of 100	0	40	40	
Plastic Forceps	0	18	9	
Plastic funnels	0	16	16	
lab on Wheels 4 x $999.95	0			

Microscopes 10 x $244.99 each)	0	2,500	education teacher, and many more. students will use microscopes to study plant and animal cells
Slides of basic plant & animal cells 2 x 49.95 (each)	0		Students will use slides while learning about plant and animal cells
English/Metric Rulers 30 x 0.59 (each)	0		Students will use rulers to measure length in both English and metric units
Thermometers 3 x 6 pack of 10 $11.95 (each)	0		Students will use thermometers to measure temperature
Stopwatches 5 x 10.99 (each)	0		Students will use stopwatches to measure time
Spring Scale 5 x 17.00 (each)	0		Students will use the spring scale to measure the force needed to move objects
CPO Science CarRamps Ramps Classroom package contains Toy cars (same size/ mass)			Students will use the ramps in an investigation on how factors influence speed Students will use cars in an investigation on how factors influence speed
Toy cars (different size/mass)	0		
Electronic scale	0		Students will use the scale to measure the mass of different objects
Plane mirrors 5 x $1.15	0		Students will use plane mirrors during investigation of relfection and refraction
Concave mirrors 5 x 8.25	0		Students will use concave mirrors during investigation of reflection and refraction
	0		
Convex mirrors 5 x 4.85	0		Students will use convex mirrors during investigation of reflection and refraction
Prisms			Students will use prisms during

Set of 6 acrylic prisms 5 x $34.45	0			investigation of reflection and refraction
Delta Education n/s painted bar magnet 5 x $7.95	0			Students will use magnets to understand the physical proferties of matter, force of magnetism
Iron filings degreased 40-60 mesh - 2.5 kg $22.65 (each)	0		23	Students will use iron filings to understand the physical properties of matter, force of magnetism
Lab grade Sand 500 g	0	6	6	Students will use sand to understand the physical proferties of matter, force of magnetism
Sifting Grate 5 x 10.95	0			Students will use sifting grate to understand the physical properties of matter, force of magnetism
Density Blocks CPO Science Buoyance blocks 5 x $74.00	0			Students will use the density blocks to understand how mass and volume influence density
10 Gal Acquarium	0			Students will use the fish tank during density investigation
Animal Specimens in jars (http://fishersci. com)	0			Students will use animal specimens during practice classying animals or discovering animal adaptations
Hubbard Scientific Plant & animal cell model activity set	0			Students will use plant and animal cell models while learning about plants and animals
Skeleton full size	0			Students will use skeleton while learning about the skeletal system
	0			
Human Lung Model GPI Anatomicals Right Lung Model	0			Students will use human lung model while learning about the respiratory system
Hubbard Scientific Plant Digestive System model kit	0			Student will use the disgestive system model while learning about the disgestive system
Planetarium (sun, moon,				Student will use planetarium to

earth orbit) Hubbard	0			understand the orbits of sun and moon, predict position of moon and earth
Periodic Table poster	0			Student will use periodic table poster to understand there are different types of atoms
Plant Model Denoyer-Geppert				Students will use plant model while learning about different types of plants
Dicot Flower Model	0			To learn about structure of flowers
Delta Education Leaf Structure	0			To learn about structure of leaves
Altay Monocot root model	0			To learn structure of monocot roots
Frey Scientific Monocotyledon Stem	0			To learn structure of monocotyledon stems
Altay Monocot Leaf Model	0			To learn structure of monocot leaves
Models of Earth's layers - foam	0			Student will use models when learning about the layers of the Earth
Graduated cylinders 100 ml - 12 pack	0			Students will use cylinders when learning about volume
Beakers 3 x pack of 6 $62.55 (each)	0			Students will use beakers during lab activities
SUBTOTAL	**0**	**2,669**	**182**	
STEM LAB SUPPLIES				

Supplies
Digital Media Arts Room

To allow students to effectively use technology to impact student achievement.
To give students a solid foundation

				in technology. To give students a rich creative background in the Arts. To give students communication skills necessary to convey ideas in the digital realm. To provide a link between MYP, STEM, and VPA
3 x Olympus HD Digital Camera $149.97	442			High quality camera for presentations
Document Scanner	399			Enable student to scan images
Storyboarding Software	1350	1350	1350	use in preparing presentations
10 x Laptops	5490			Student use for preparing student work
10 x iPads	3990			Student for increased mobility when working
Video Camera	700			To capture live images for presentations
MacBook	1039			For teacher use to assist student work
Sharp 80" HDTV	5998			To allow students to view their work
Projector	1099			For use in presentations
10 x Microphones	250			To amplify sound in presentations
Dry Erase Board	12			To allow students to generate ideas
Wide Screen High Contrast	350			To allow ease of working by seeing the whole picture
SUBTOTAL	**21,118**	**1,350**	**1,350**	
Digital Media Arts Room				
Supplies				To allow students to learn about the environment, characteristics, habits, and lifecycle of living things.
Aviary				
Indoor Aviary	2,578			To house birds and their supplies
4 x Heat lamp	280			To warm the aviary
Rotating Feeder	723			Gives easy access to feed birds
Polly's Love Nest	18	18	18	Nesting for birds
Safety Enclosure	723			To protect birds and children
Litter Guard	40			To contain litter

Tall to Roof Peak	150			To allow feeding at all heights
4 x Heat lamp Box	280			to warm chicks
Pair of Sun Conure				Birds for the aviary
parakeets	325			Birds for the aviary
8 x Bird toy	28	28	28	to provide appropriate play
2 x Blue Masked				
Lovebirds	45	90	180	birds for the Aviary
4 x Fountain Feeders	8			to provide variety of feeders
2 x Redbilled Firefinc	90	360	360	birds for the Aviary
2 x Small Polly's Love				nesting for the aviary
Nest	98			
8" Perch	9	18	18	perches for the birds
12" Perch	10	20	20	perches for the birds
24" Perch	10	20	20	perches for the birds
8 x Hanging Bucket				hang from the top of cage, filled with
Bird Toys	28	56	56	a variety of bird toys
Hanging Bucket Refills	18	36	36	Refills for hanging buckets
Kaytee-diet Pro Health				appropriate feed for healthy birds
conure & lovebird				appropriate feed for healthy birds
feed	180	360	360	appropriate feed for healthy birds
Kaytee exact veggi				appropriate feed for healthy birds
natural parakeets				
& Lovebird	21	21	21	
Zupreem Fruit Blend				appropriate feed for healthy birds
Canary/Finch Food	147	147	147	
Mini Garden Bird Bath	37			For birds to bathe in
4 x Petco F ountain				hangs on side of cage and holds a
Feeders	16			large volumne of seed
SUBTOTAL	**5,861**	**1,174**	**1,264**	
Aviary				
Supplies				
Acquarium				

5 Aqua Vista Panoramic Wall Mounted Aquarium 1780P Silver (25 Gal) $1195 (each)	0			To provide students with the opportunity to study an underwater environment.
Fish for Aquarium	0	1,500	2,000	To extend learning opportunities from elementary school to study the ecology of salt-water and fresh-water habitats, learn about the food cycle and interdependence of lifeforms in an underwater environment
Acquarium Supplies	0	2,500	2,000	Supplies such as food, bubblers, heaters, and so forth are a continual expense for acquariums
SUBTOTAL Acquarium	**0**	**4,000**	**4,000**	

Supplies - Arts Program **Supplies for Four Annual Productions** **Scripts -**				
The Wizard of Oz Full download from http://childrenstheatreplays.com/wtd.htm				To afford students the opportunity to participate in theatrical performances Plays may change.
Masterscript	10			Script for reproducing

Teacher's Guide	10		To help teacher direct plays
CD Soundtrack	30		soundtrack for plays
Performance Licence	60		licence to produce play
additional licenses	45		required for additional years
Music	100		to enable students to perform
Percussion instruments	100		to enhance the program
Set/props	200		To give depth to play
Costume/dance	400		Costuming for performance
			To afford students the opportunity
Alice in Wonderland			to participate in theatrical performances
Full download from			Plays may change.
http://childrenstheatreplays.com/wtd.htm			
Masterscript		10	Script for reproducing
Teacher's Guide		10	To help teacher direct plays
CD Soundtrack		30	soundtrack for plays
Performance Licenses		60	licence to produce play
additional licenses		45	required for additional years
Music		100	to enable students to perform
Percussion instruments		100	to enhance the program
Set/props		200	To give depth to play
Costume/dance		400	Costuming for performance
			To afford students the opportunity
The Little Mermaid			to participate in theatrical performances
Full download from			Plays may change.
http://childrenstheatreplays.com/wtd.htm			
Masterscript		10	Script for reproducing
Teacher's Guide		10	To help teacher direct plays
CD Soundtrack		30	soundtrack for plays
Performance Licence		60	licence to produce play
additional licenses		45	required for additional years
Music		100	to enable students to perform
Percussion instruments		100	to enhance the program
Set/props		200	To give depth to play
Costume/dance		400	Costuming for performance

Fall Review					To afford students the opportunity to
Music		100	150	125	to participate in small performances
set/props		100	150	125	than the major performances to
costume/dance		200	275	225	build acting, singing, and confidence skills
Holiday Program					To ensure that all students are
Music		100	125	150	afforded the chance to
Percussion instruments	100	100	100	180	participate in a theatrical
Set/props		200	175	250	performance.
Costume/dance		400	350	375	
Black History Program					
Music		100	150	125	To help children learn about
Percussion instruments		200	150	100	Black American History through
Set/Props		200	175	150	song, dance, and theater.
costume/dance		200	175	150	
Spring Concert					To allow students to perform before
Set/Props		200	175	150	an audience and to showcase what
Costume/dance		200	175	150	they have accomplished during the year
SUBTOTAL		**3,255**	**3,280**	**3,210**	
Theater Supplies					
Supplies					
Visual Arts - Teacher's Toolbox					To provide the students with a variety
					of interesting projects, it is helpful to
2 x Smart-Fab					have a variety of supplies on hand.
Non-Woven Fabric					The art projects provide a way

roll 36" x 600" roll - white $166.65 (each)	333	333	333	of increasing creativity and critical thinking skills. Students will be engaged in problem-solving, creative thinking, & divergent thinking
Water Color Paper 15 x 22 140 Lb 200 x 0.54 (each)	108	108	108	Students will use the proper paper for Water Color paintings.
10 x Sax High-Quality Plaster of Paris - 25 pounds $15.99 (each)	151	151	151	Students will create 3-dimensional sculptures
10 x Crayola Easy-to-use self-hardening clay 25 pounds - White $47.99 (each)	480	480	480	Students will create 3-dimensional sculptures while exploring the variety of media
Dooley Dry Erase CLR 8 .5 x 11 Board with marker 5 x $8.99 (each)				Students will practice observational drawing, art elements, such as lines and logos while being able to erase and reuse materials
2 x School Speciality jumbo glitter - 2 oz shaker top - set of 8 assorted colors $18.05 (each)	36	36	36	Students will create art for productions on stage
Dry Erase Lap Board 9 x 12, 1 side 10 x $59.99 (each)	600			Students will practice observational drawing, art elements, such as lines and logos while being able to erase and reuse materials
Magic Mud MLTI Prjct/Wire Clay				Students will gain experience in

Cutter 1 x $3.99 (each)	4			handling clay
Magic Mud MLTI PRJCT/Wood Clay Board 5 x $7.15 (each)	36			Students will work with clay
Magic Mud MLTI PRJCT 25 LB W/8In Clay CUTR 10 x $29.95 (each)	300			Students will have the opportunity to work with clay and to cut clay as needed for projects
1 x Surebonder Bulk Mini Dual temperature round glue sticks 4 x 5/16 inches - pack of 560 - clear $46.51 (each)	47	47	47	Glue sticks will be used with glue gun
1 x Surebonder all temperature glue gun sticks - 7/16 x 4 inches - pack of 50 - clear	11	11	11	Glue sticks will be used with glue gun
1 x Surebonder dual temp full-size glue gun - 60 watt $19.84 (each)	20	20	20	Glue gun will be used in a variety of projects including creating stage sets.
Montval Acrylic Paper 19.7 x 25.6 200 x $1.99 (each)	398	398	398	Students will use paper designed for Acrylic Paint in creating original artwork
Origami Paper/ Assort				Students will create their own Origami

No.2 55 Sheet 2 x $5.08	10	10	10	artwork
Origami Paper/Assort No.1 55 Sheet 2 x $2.69	5	5	5	Students will create their own Origami artwork
Twisteez/ Box of 200 5 x $31.50	158	158		Twsteez - tie up bags of clay to prevent from hardening, tie bags of student projects, such as unfinished origami projects, etc.
Cabinet tote Tray 13W x 18L 10 x $15.28	153			Students portable supply tray to keep at each table for immediate student use
LA Cons Lid Containers/2.5 oz 50 x $0.81	41			Containers for art supplies
Reeves Assorted 12 Milliliter Water color paint set 5 x 7.96 (each)	40	40	40	To afford students the opportunity to learn the medium of water color
Dynasty Economical Scholastic Camel Hair Round Water-color brushes - size 8 - Set of 12 5 x $20.49	102		102	Suitable brushes for watercolor
Nasco Professional Acrylic Paints - set of 45 4.65 oz tubes	176		176	To enable students to experience painting in acrylic paints

Liquitex Basics Ultimate Brush Class pack of 96	137		137	Suitable brushes for acrylics
Caran D'Ache Neo Color Water Soluable Pastels 5 x $23.94	120	120	120	To enable students to experience working with pastels
SUBTOTAL	**3,464**	**1,916**	**2,174**	
Teacher's Toolbox				
Supplies				
Music Auto Strobe 490 Peterson Strobe Tuner	100			Enables instructor to facilitate instrument to instrument tuning. The master tuner sits at the front of the room for teacher use. It gives a visual for students. It can tun both high and low pitches on the same machine.
Metronome - Dr. Beat Dbii				Instructor will use at the front of the room to set a beat that enables the whole ensemble to play it.
music stands On-stage SM7211 $39.95 x 30				Portable stand to enable students to perform across the city and district
2 x Machie TH12 PA System	300			PA system in room so students can hear metronome and playpback of instrumental tracks and their own recordings

Mackie 802VLZ	200	Enable students to put on productions sounds put up behind back row of seats . Portable from classroom to auditorium. Don't need an amp train kids to do sound engineering raise and lower levels of sound and adjust speaker mikes. Train small cohort at first to run sound provide differentiation for students who may not do well with playing instruments but wish to remain in music programme

Clarksdale Blues Band Initiative

		Students will have their own instrument to play on. These instruments will be resued in after-school program. All would be repurposable to give extra time in the arts for students with different sets of teachers for extra instruction
Fender "Squire" Stratocasters 10 x 179.99	1,800	A relaible, easy to maintain guitar appropriate for ages 9 and up
10 Gator GL-ELEC Lightweight Fit-All Electric Guitar Case 10 x $69.66	700	To protect, store, and transport guitars
Fender 25W 25R "Frontman" Guitar		To amplify electric guitar signals for practice, public performance, and

Amplifier 10 x $99.99	1,000	recording
Fender "Affinity" Precision Bass 5 x $299.99	1,500	A reliable, easy to maintain electric bass appropriate for ages 9 and up
Gator GC-Bass Deluxe Bass Guitar Case 5 x $99.99	500	To protect, store and transport electric basses
Fender "Rumble" 30W Bass Combo Amp 5 x 179.99	900	To amplify electric bass signals for practice, public performance, and recording
Pearl Soundcheck 5-piece drum set with Zildian Cymbals 2 x $699.99	1,400	A high-quality drum set for percussion students
Kaces KCP-5 Crash Pad Drum Rug 2 x $49.99	100	To ensure the stability and maintainence of drug kits
Mackie TH-12A Active Speaker 2 x $286.99	574	For use as floor monitors during rehearsal, performance, and concerts
Mackie 1402-VLZ3 Premium 14-Channel Compact Mixer 1 x $399.99	400	To teach mixing and live sound to music tech students, and mix signals for performance
Mackie TH-15A Active Speaker 2 x $349.99	700	For use as Front-of-Stage Mains for public performance and rehearsal
ProLine PLSP1 Speaker Stand Set 1 x $89.99	90	For use to raise FOS Mains
Musician's Gear Tripod Mic Stand with Fixed Boom 10-Pack		For use to hold and maintain microphones during performance and rehearsal

1 x $99.99	100			
Musician's Gear Heavy Duty basic mic clip 10 x $1.99	20			For use to hold and maintain microphones during performance and rehearsal
Shure SM58 5 x $99.99	500			A reliable, easy to maintain vocal mic
Rapco Horizon Pro Series Snake 12 x 4 100 feet - 1 x $699	699			To connect stage lines to Back-of-House Mixer
Live Wire Advantage Series 1/4" Angled-Straight Instrument Cable 20 x $19.99	400			For the connection of electric guitars and basses to stage snake
Live Wire XLR 20' Microphone Cable 20 Foot 10 x $6.66	67			For the connection of mics to stage snakes
D'Addario EXL110 Nickel Light Electric Guitar Strings 10-Pack 4 x $30.06	120	120	120	Replacement strings for electric guitars
D'Addario EXL 170TP Twin-pack Bass Guitatr Strings 5 x $19.99	100	100	100	Replace strings for electric basses
Vater 12-Pack drum-sticks 2 x $39.99	80	80	80	Replacement sticks for percussionists
Roland KC-350 120W Keyboard Mixing Amp 1 x $549.99	550			To amplify the keyboard signal for practice, public performance, and recording
Nord Electro 3HP 73-note, Hammer Action Piano				A reliable, easy to maintain keyboard appropriate for ages 9 and up

1 x $2,599.99	2600			
Miscellaneous Maintainence & Repair materials	500	500	500	Miscelaneous materials to repair any of the above
Subtotal	15,999	800	800	
Blues Band Initiative & Music Supplies				
		800	800	
SUBTOTAL	**66,950**	**112,024**	**80,344**	
Supplies				
Contractual				
Speakers	3,000	3,000	3,000	To provide speakers related to STEM curricular units, eg doctors talking about what educational backgrounds are required for medical school or scientists or engineers describing typical job duties
Scientists in Residence Debby Chessin, Ph.D G.L.O.B.E. Instructor University of Mississippi	2,300	2,500	2,500	To provide students with instruction connected to the enhancement of the scientific environment
Artists in Residence Dr. Lenagene Waldrup Delta Arts Alliance - Coordinator Robert Balfour, Roger Stolle, etc.	2,300	2,500	2,500	To provide students with instruction connection to the enhancement of the visual arts, music, dance connected to . curricular units

Intervention/enrichment leaders	6,000	6,000	6,000	Hourly pay for qualified intervention/ enrichment leaders
Consultant	1,000	1,000	1,000	To assist teachers in utilizing technology to support the curriculum and maintain technology on campus.
Subtotal Contractual	**14,600**	**15,000**	**15,000**	
OTHER				
Entrance costs				To afford the students the opportunity to view a professional performance in a professional venue
Bologna Performing Arts Center, Delta State University average cost per ticket $25 per student x 60 students	1,500	1,500	1,500	
Gertrude C. Ford Center for the Performing Arts, University of Mississippi - average cost of tickets $28 per student x 60 students x	1,680	1,680	1,680	To afford the students the opportunity to view a professional performance in a professional venue
Tunica Riverpark & Museum - entrance fee $5 x 60 students	300	300	300	To afford students the opportunity to learn about our local history, nature, and culture. Students can learn the connections between events such as the Great Flood of 1927, life of the Native Americans, the Spanish Conquistadors, and the ecology of the river area. They are see below the river level to see turtles, gar, & fish

Georgia Acquaium - entrance fee Discovery Lab Program - $16 per Student x 60 students	960	960	960	To allow students to explore the wide variety of marine life and to have the opportunity to discover the oceans.
Memphis Zoo Entrance fee $5 per student x 60 students	300	300	300	To afford students the opportunity to explore the wide diversity of animal life and habitats in the world and to see first the animals in a simulated habitat
Entrance fees $10 per student x 80 students for MYP & language Immersion Students x 2 trips	1,600	1,600	1,600	MYP Students will study theme-based units developed by student led inquiry. Therefore, hands-on, experiental learning experiences will be developed as an extension or integral part of the unit itself. Language Immersion Students will participate in field trips to be determined by course of study.
SUBTOTAL **Other**	**6,340**	**6,340**	**6,340**	
TOTAL DIRECT COSTS	**423,586**	**301,784**	**233,042**	
TOTAL INDIRECT COSTS	**4,850**	**5,643**	**4,358**	Indirect costs @1.87%

Teacher Training Stipends $150 per day x 10 days x 15 teachers	22,500	27,750	27,750	To pay teachers for off-contract time spent in training
Stipend benefits	5,369			
SUBTOTAL Teacher Training Stipends	**27,869**	**27,750**	**27,750**	
GRAND TOTAL	**456,305**	**335,178**	**265,150**	
GRAND TOTAL - GRANT	1,995,391	1,572,156	1,400,329	4,967,876

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